ED 025 025 80 EA 001 829

Focus on the Future: Education in the States. Annual Report (3rd) of the Advisory Council on State Departments of Education.

Office of Education (DHEW), Washington, D.C. Bureau of Elementary and Secondary Education.

Report No-ESEA-Title-5; OE-23050-68

Pub Date Mar 68

Note-67p.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (GPO No. FS 5.223:23050, $0.70).

EDRS Price MF-$0.50 HC Not Available from EDRS.

Descriptors-*Federal Programs, Grants, *Program Administration, Program Development, *Program Evaluation, *Program Improvement, Program Planning, Recruitment, Resource Allocations, Special Programs, Staff Utilization, State Agencies, *State Departments of Education, Tables (Data)

Identifiers-ESEA Title 5

The Advisory Council reviews the administration of programs funded under Title V of the Elementary and Secondary Education Act of 1965 to strengthen State departments of education, and makes recommendations for the future development of State educational agencies through comprehensive educational planning. Topics covered include (1) staffing problems, (2) use of funds and people, (3) imbalances in development, (4) limited capacities for planning, (5) special project grants, (6) provision of assistance to States in strengthening comprehensive educational planning capabilities, and (7) other Federal programs aiding State educational agencies. Nine appendices present data supporting the Council's review and recommendations. (TT)

focus on the future

EDUCATION IN THE STATES

The Third Annual Report of the Advisory Council on State Departments of Education

ED025025

EA 001 829

discrimination prohibited

Title VI of the Civil Rights Act of 1964 states "No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." Therefore, all programs and activities receiving financial assistance from the Department of Health, Education, and Welfare must be operated in compliance with this law.

ED025025

OE 23050–68

focus on the future

EDUCATION IN THE STATES

The Third Annual Report of the Advisory Council on State Departments of Education

March 1968

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Wilbur J. Cohen, Secretary

Office of Education
Harold Howe II, Commissioner

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

DISCRIMINATION PROHIBITED—Title VI of the Civil Rights Act of 1964 states "No person in the United States shall on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." Therefore, any program or activity making use of this publication and/or receiving financial assistance from the Department of Health, Education and Welfare must be operated in compliance with this law.

September 1968

Superintendent of Documents Catalog No. FS 5.223.23050
U.S. GOVERNMENT PRINTING OFFICE
WASHINGTON : 1968

For sale by the Superintendent of Documents, U.S. Government Printing Office
Washington, D.C., 20402 — Price 70 cents

contents Page

LETTERS OF TRANSMITTAL iv

PREFACE viii

MEMBERS OF THE ADVISORY COUNCIL ix

CANVASS OF THE PAST—FOCUS ON THE FUTURE 1

PROVIDING ASSISTANCE TO STATES IN STRENGTHENING COMPREHENSIVE EDUCATIONAL PLANNING CAPABILITIES 9

OTHER FEDERAL PROGRAMS AIDING STATE EDUCATION AGENCIES 11

APPENDIXES 40

A Apportionments, Grants, Expenditures Under Section 503, Title V, ESEA: Fiscal Years 1966, 1967, and 1968 41

B Total Expenditures of 55 State Education Agencies Under ESEA, Title V, Section 503, by Program Function Category and by State: Fiscal Year 1966 42

C Total Expenditures of 52 State Education Agencies Under ESEA, Title V, Section 503, by Major Program Function and by State: Fiscal Year 1967 44

D Total Expenditures of State Education Agencies, by Program Function Category and by State: Fiscal Year 1966 46

E Total Expenditures of State Education Agencies, by Program Function Category and by State: Fiscal Year 1967 48

F Professional and Nonprofessional Personnel in State Education Agencies, by Program Function Category and by State: Fiscal Year 1966 50

G Professional and Nonprofessional Personnel in State Education Agencies, by Program Function Category and by State: Fiscal Year 1967 52

H Amendments to Title V, Elementary and Secondary Education Act 54

I Excerpts from Title V Annual Reports 55

THE SECRETARY OF HEALTH, EDUCATION, AND WELFARE
WASHINGTON, D.C. 20201

April 18, 1968

DEAR MR. PRESIDENT:

The Advisory Council on State Departments of Education has made its third annual report pursuant to the requirements of the Elementary and Secondary Education Act of 1965, Title V, Public Law 89–10.

I am gratified to note that the report, after reviewing achievements of the past three years, focuses its major attention on the future and endorses the determination it has seen on the part of the State educational agencies to engage in comprehensive statewide planning for elementary and secondary education.

This Department concurs in that endorsement and is offering the States every possible assistance. I believe that this is the road which the States and the Federal Government must take to reach the goals you established in your landmark education messages to the Congress, and in your other public statements.

Respectfully yours,

WILBUR J. COHEN
Acting Secretary

THE PRESIDENT
The White House
Washington, D.C.

THE SECRETARY OF HEALTH, EDUCATION, AND WELFARE
WASHINGTON, D.C. 20201

April 18, 1968

DEAR MR. PRESIDENT:

I take pleasure in sending you the third annual report of the Advisory Council on State Departments of Education, made pursuant to Section 510(d), Title V, Public Law 89-10. The report deals with the administration of Title V and the status of other programs providing Federal aid for State educational agencies.

You will be pleased, I am sure, that the focus of the Council in the current report is more on the future than on the past. It has noted the progress made by the State agencies in strengthening their leadership capacities for education in their States, and endorses their intention to devote themselves as much as possible to comprehensive statewide educational planning. To further this intention, this Department will assist them in every way it can.

The Department is studying the report and its recommendations. It will take appropriate administrative action as indicated. I take the liberty of calling to your attention those recommendations of the Council which are addressed to the Congress.

Sincerely,

WILBUR J. COHEN
Acting Secretary

HONORABLE HUBERT H. HUMPHREY
President of the Senate
Washington, D.C.

THE SECRETARY OF HEALTH, EDUCATION, AND WELFARE
WASHINGTON, D.C. 20201

April 18, 1968

DEAR MR. SPEAKER:

I take pleasure in sending you the third annual report of the Advisory Council on State Departments of Education, made pursuant to Section 510(d), Title V, Public Law 89–10. The report deals with the administration of Title V and the status of other programs providing Federal aid for State educational agencies.

You will be pleased, I am sure, that the focus of the Council in the current report is more on the future than on the past. It has noted the progress made by the State agencies in strengthening their leadership capacities for education in their States, and endorses their intention to devote themselves as much as possible to comprehensive statewide educational planning. To further this intention, this Department will assist them in every way it can.

The Department is studying the report and its recommendations. It will take appropriate administrative action as indicated. I take the liberty of calling to your attention those recommendations of the Council which are addressed to the Congress.

Sincerely,

WILBUR J. COHEN
Acting Secretary

HONORABLE JOHN W. MCCORMACK
Speaker of the House of Representatives
Washington, D.C.

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

March 22, 1968

Dear Mr. Secretary:

The Advisory Council on State Departments of Education, as required by Section 510(d), Title V, of Public Law 89–10, has reviewed the administration of Title V and the status of other programs under which Federal funds are provided to assist State educational agencies, and has made its report. I have the honor to transmit the report to you.

It is the Advisory Council's third annual report which, while retrospective to some degree, focuses its major attention on the future.

The Council notes the progress made by the State departments of education since the inception of the Elementary and Secondary Education Act of 1965. It vigorously endorses their intentions of undertaking comprehensive statewide educational planning. My staff and I heartily concur and have given the States tangible evidence of our determination to assist them in every way possible. We shall in this way, I believe, take fullest advantage of the momentum which I mentioned in transmitting the last previous report.

Sincerely,

Harold Howe II
U.S. Commissioner of Education

Honorable Wilbur J. Cohen
Acting Secretary of Health,
Education, and Welfare
Washington, D.C.

preface

The Advisory Council on State Departments of Education is charged by Title V of the Elementary and Secondary Education Act with "reviewing the administration of the programs for which funds are appropriated pursuant to this title and making recommendations for improvement of such administration, and reviewing the status of and making recommendations with respect to such programs and this title and with respect to other Acts under which funds are appropriated to assist State educational agencies to administer Federal programs relating to legislation."

The Council is required to report its findings and recommendations annually to the Secretary of Health, Education, and Welfare, who transmits the report with his comments and recommendations to the President and the Congress.

This is the third such report. The first,[1] made in March 1966 before the Act's first fiscal year was over, dealt with the preliminary stages of the administration of Title V (*Grants to Strengthen State Departments of Education*). The second, in March 1967, reported the first full year of the program's operation.[2]

While the present report also necessarily reviews the past, the Council concentrates its major attention on the future development of State educational agencies through the comprehensive educational planning process. Its recommendations are designed largely to further that process. Only by that process, it believes, will State departments of education exercise the true leadership role which our Federal system of government demands of them.

---

[1] *Improving State Leadership in Education*. OE-23047, March 1966.
[2] *Reinforcing the Role of States in Education*. OE-23050, March 1967.

members of the advisory council

Omer C. Aderhold
President Emeritus
The University of Georgia
Athens, Ga.

James E. Allen, Jr.
Commissioner of Education
State Education Department
Albany, N.Y.

Charles W. Antes
President, Iowa State Board of Education
West Union, Iowa

Charles J. Bensley
President
City-Wide Petroleum Company
New York, N.Y.

Rodolfo A. dela Garza
Superintendent of Schools
Consolidated Independent School District
Rio Grande City, Tex.

Jack D. Gordon
President, Washington Federal Savings and Loan Association
Miami Beach, Fla.

Byron W. Hansford
Commissioner of Education
State Department of Education
Denver, Colo.

Mrs. Jessie M. Kennedy
Region Superintendent
Detroit Public Schools
Detroit, Mich.

James R. Killian, Jr.
Chairman of the Board
Massachusetts Institute of Technology
Cambridge, Mass.

Most Reverend W. E. McManus
Superintendent of Schools
Chicago Archdiocese
Chicago, Ill.

James J. Nance
Chairman, Central National Bank of Cleveland
Cleveland, Ohio

Robert J. Stalcup
Associate Program Director
Education Commission of the States
Denver, Colo.

Harold Howe II, Chairman
Commissioner of Education
U.S. Office of Education
Washington, D.C.

308-154 O—68——2

canvass of the past—focus on the future

Since enactment of Title V of the Elementary and Secondary Education Act (ESEA) in 1965, State departments of education have been able to increase the number of their professional personnel by 4,260, or 65%. Two questions logically flow from this statistic. Both questions are central to the mandate of the Advisory Council on State Departments of Education under the Act:

1. To what degree have the State departments of education proportionately reinforced themselves?
2. What still needs to be done?

The questions are not intended gratuitously to cast doubt on the qualities of the several State educational agencies. That they *have* become strengthened through the aid of Title V there can be no doubt, and we shall cite testimony of chief State school officers. But the evidence (including earlier testimony of chief State school officers) which led 3 years ago to the enactment of Title V of ESEA (*Grants to Strengthen State Departments of Education*) indicated that these agencies then varied widely in their ability to deal with the swift changes taking place in education.

In its first annual report (March 1966) this Council had noted that

> some State agencies are plagued by inadequate or antiquated structure and organization;
>
> others are operating without benefit of fully developed research and data systems, or without adequate provisions for statewide study, evaluation, and planning;
>
> all are lacking—to a greater or lesser degree—appropriately prepared and experienced personnel in numbers sufficient to achieve and sustain desired levels of leadership and service.

To enable it to help the States overcome these deficiencies, the U.S. Office of Education asked the State departments of education (SDEs) to make a detailed self-evaluation. With the help of chief State school officers, educational faculties of universities, and others, the Office devised an instrument which provided each SDE with means of:

☐ describing its organizational structure;
☐ reporting its pattern of expenditures as of June 30, 1965;
☐ analyzing its current capacity with respect to some 75 specified functions;
☐ describing the extent to which improvement was needed in each of the functions;
☐ specifying the priority it would assign to attaining the needed improvement in each function.

The self-analysis helped the State educational agencies relate their first applications for Title V grants to the needs as disclosed by it. It has also served to some extent as a baseline for evaluation.

staffing problems

But aspirations, particularly with respect to trained personnel, frequently are thwarted by the insufficiency of the supply.

Tardiness of appropriations is another obstacle to staffing. State administrators dare not make hiring commitments until they know with certainty what funds they can count on. On the other hand, good professionals cannot afford to wait and pass up other attractive opportunities. Yet not since the enactment of ESEA has an appropriation anticipated the start of the fiscal year to which it applied.

Table 1 shows the differences between the numbers of employees the States had hoped to add to their education departments by way of Title V funds and the numbers they were able to hire during fiscal years 1966 and 1967. The first year they sought 1,068 professionals, but were able to engage only 506 of them—just under 50%. In 1967 they were apparently more realistic in setting their goals, and more successful in nearing them. Out of 841 professionals budgeted, they were able to put on 779—about 93%.

Table 1.—**Employees budgeted and actually engaged by State departments of education under section 503, Title V, ESEA, fiscal years 1966 and 1967, and budgeted, fiscal year 1968, by States**

State	FY 1966				FY 1967 [1]				FY 1968*	
	Professional		Nonprofessional		Professional		Nonprofessional		Professional Budgeted	Non-professional Budgeted
	Budgeted	Employed	Budgeted	Employed	Budgeted	Employed	Budgeted	Employed		
Total	1,068.00	565.73	780.00	451.63	840.80	778.91	760.56	634.02	910.40	804.28
Alabama	26.00	7.00	17.00	8.00	20.50	16.50	18.00	14.50	18.00	19.00
Alaska	4.00	.33	4.00	....	3.50	2.75	4.50	1.75	3.50	2.50
Arizona	5.00	6.00	8.00	8.00	4.00	....	9.19	....	9.26	3.50
Arkansas	12.00	7.00	8.00	3.00	11.00	11.00	8.00	6.00	14.00	6.00
California	148.00	65.90	58.00	6.40	18.90	24.50	40.58	31.90	40.00	35.00
Colorado	13.00	10.00	7.00	7.00	12.42	12.42	7.58	7.58	13.00	7.25
Connecticut	15.00	7.00	12.00	9.00	11.00	8.00	11.00	7.00	10.25	9.00
Delaware	5.00	5.00	7.00	5.00	7.00	7.00	6.00	6.00	9.00	6.00
District of Columbia	5.00	5.00	7.00	7.00	7.00	6.00	6.50	7.50	6.00	8.00
Florida	23.00	18.00	18.00	15.00	23.00	23.00	18.00	18.00	23.00	16.00
Georgia	21.00	18.00	20.00	15.00	23.00	22.00	17.50	15.00	20.00	17.00
Hawaii	....	....	....	....	5.00	5.00	6.00	6.00	7.00	7.00
Idaho	15.00	2.00	9.00	5.00	7.00	7.00	4.00	6.00	8.00	7.00
Illinois	27.00	28.00	27.00	27.00	36.00	36.00	31.00	31.00	31.50	30.00
Indiana	25.00	11.00	21.00	10.00	18.00	14.00	11.00	11.00	15.00	11.00
Iowa	14.00	13.00	7.00	5.00	14.00	13.10	8.00	7.00	14.00	6.00
Kansas	31.00	13.00	18.00	12.00	30.30	20.00	14.03	12.00	16.30	13.00
Kentucky	19.00	9.00	27.00	23.00	25.00	24.00	26.50	25.00	27.00	30.00
Louisiana	24.00	18.00	27.00	15.50	21.00	20.00	19.00	22.00	17.00	17.00
Maine	16.00	14.10	12.00	11.50	6.00	10.50	5.00	1.30	24.40	17.33
Maryland	8.00	6.00	5.00	1.00	15.00	13.50	9.50	7.00	15.00	9.00
Massachusetts	28.00	....	21.00	....	13.00	9.00	13.00	10.00	42.00	31.00
Michigan	35.00	5.00	25.00	16.00	34.63	34.63	37.40	37.40	28.50	32.50
Minnesota	17.00	10.00	17.00	4.00	22.00	22.00	18.00	18.00	27.00	25.00
Mississippi	15.00	.42	10.00	.32	7.29	7.32	7.30	7.46	15.22	18.46
Missouri	20.00	9.00	21.00	9.00	17.00	16.00	18.00	17.00	28.50	23.66
Montana	8.00	4.60	7.00	3.27	3.67	3.66	3.25	3.35	4.83	3.00
Nebraska	17.00	8.00	14.00	10.00	12.50	12.50	12.50	10.00	12.00	7.00
Nevada	7.00	2.00	8.00	3.00	5.00	3.00	10.00	6.00	2.50	7.00
New Hampshire	7.00	2.00	11.00	5.50	6.50	4.08	8.50	10.50	7.00	10.50
New Jersey	27.00	17.00	25.00	21.25	19.00	19.00	25.50	26.00	21.00	23.50
New Mexico	4.00	2.00	5.00	2.00	7.00	8.00	7.00	6.00	8.00	9.50
New York	30.00	38.50	25.00	29.00	35.00	46.00	27.00	21.00	29.00	34.00
North Carolina	10.00	13.00	22.00	18.00	15.00	2.90	28.00	10.40	24.00	37.00
North Dakota	4.00	4.00	4.00	5.00	3.50	3.50	4.50	4.50	5.00	6.00
Ohio	69.00	31.00	13.00	13.00	38.00	48.00	19.00	18.00	43.00	37.00
Oklahoma	15.00	6.13	10.00	3.69	15.75	15.71	10.82	10.82	15.50	8.30
Oregon	27.00	3.98	16.00	6.03	11.00	10.30	15.00	13.00	9.00	10.00
Pennsylvania	61.00	13.00	43.00	12.00	43.00	41.00	25.00	25.00	48.00	25.00
Rhode Island	12.00	3.00	10.00	3.00	9.00	5.00	7.00	4.00	17.88	15.50

South Carolina	16.00	13.00	15.00	12.00	11.07	11.07	11.08	12.08	12.06	14.08
South Dakota	10.00	10.10	6.00	2.50	11.80	....	8.50	....	8.80	7.00
Tennessee	19.00	13.00	16.00	5.00	21.00	18.00	16.50	11.00	22.00	18.00
Texas	53.00	34.00	34.00	24.00	49.00	44.00	52.00	31.00	48.00	47.00
Utah	9.00	8.67	8.00	8.17	10.50	8.50	7.00	8.08	9.00	9.00
Vermont	5.00	1.00	3.00	1.00	8.00	8.00	3.00	3.00	6.20	3.00
Virginia	23.00	14.00	13.00	9.00	28.00	18.00	20.00	12.00	25.00	18.00
Washington	10.00	8.00	17.00	10.00	16.50	14.50	15.50	13.00	16.50	13.00
West Virginia	6.00	4.00	6.00	4.00	9.00	7.50	11.00	10.00	6.70	7.70
Wisconsin	21.00	9.00	17.00	8.50	18.17	16.17	13.83	13.40	16.00	13.00
Wyoming	9.00	8.00	11.00	9.00	6.00	6.00	10.00	10.00	3.00	4.00
Guam	4.00	6.00	3.00	1.00	7.30	2.30	6.50	3.50	1.00	6.00
Puerto Rico	13.00	....	3.00	....	3.00	14.00	1.00	2.00	5.00	....
Virgin Islands	1.00	1.00	2.00	....	5.00	3.00	7.00	3.00	2.00	4.00

[1] Based on reports of 52 States and other jurisdictions. [2] As of February 21, 1968.

Table 2.—**Expenditures and professional positions added by State education agencies under section 503, Title V, ESEA, by program function category**

Category	Fiscal year 1966				Fiscal year 1967 [1]				Fiscal year 1968 [2]			
	Expenditures		Professional positions		Expenditures		Professional positions		Grants		Professional positions (budgeted)	
	Amount	Percent of total	Number	Percent of total	Amount	Percent of total	Number	Percent of total	Amount	Percent of total	Number	Percent of total
I. General Administration	$2,724,828	24.22	88.21	15.59	$3,202,565	19.38	131.06	16.83	$3,087,778	16.91	144.20	15.84
II. Statistics and Data Processing.	2,354,171	20.93	45.38	8.02	3,149,320	10.05	121.38	15.58	3,246,265	17.78	142.84	15.69
III. Developing SEA and LEA Competencies.	448,442	3.99	55.18	9.75	530,031	3.21	21.00	2.70	496,450	2.72	14.00	1.54
IV. Supporting Services for LEA	318,098	2.83	21.30	3.76	392,827	2.38	15.76	2.02	301,306	1.65	17.25	1.89
V. Program Planning, Research, etc.	2,114,915	18.80	83.14	14.70	3,114,403	18.84	132.87	17.06	3,528,607	19.33	130.28	14.31
VI. Instruction Improvement for LEA.	1,885,552	16.76	171.25	30.27	3,377,312	20.43	206.70	26.54	4,617,266	25.29	302.08	33.18
VII. Pupil Personnel Services	52,320	0.46	10.86	1.92	138,485	0.84	8.40	1.08	194,857	1.07	9.50	1.04
VIII. Administrative Improvement for LEA.	478,690	4.25	42.94	7.59	1,141,737	6.91	68.73	8.82	1,337,866	7.33	79.37	8.72
IX. Teacher Education, Accrediting, Licensing, etc.	613,056	5.45	39.47	6.98	1,035,214	6.26	59.01	7.57	1,138,930	6.24	57.88	6.36
X. General SEA Functions	260,217	2.31	8.00	1.41	446,485	2.70	14.00	1.80	307,609	1.68	13.00	1.43
Total	11,250,289	100.00	565.73	100.00	16,528,379	100.00	778.91	100.00	18,256,934	100.00	910.40	100.00

[1] Based on reports of 52 States and other jurisdictions. [2] Based on 503 applications as of February 21, 1968.

Table 3.—**Total expenditures by State departments of education of funds from all sources, by program function category: Fiscal years 1965, 1966, 1967**

Category	Fiscal year 1965		Fiscal year 1966 [1]		Fiscal year 1967 [2]	
	Amount	Percent of total	Amount	Percent of total	Amount	Percent of total
I. General Administration	$14, 578, 255	10. 49	$20, 780, 121	11. 57	$18, 004, 129	11. 04
II. Statistics and Data Processing	4, 944, 181	3. 55	8, 112, 505	4. 52	6, 822, 201	4. 19
III. Developing SEA and LEA Competencies	1, 044, 480	0. 75	1, 709, 788	0. 95	2, 037, 014	1. 25
IV. Supporting Services for LEA	9, 632, 637	6. 93	14, 908, 440	8. 30	18, 982, 321	11. 64
V. Program Planning, Research, etc	5, 596, 244	4. 02	8, 108, 385	4. 51	6, 947, 158	4. 26
VI. Instruction Improvement for LEA	39, 688, 516	28. 56	52, 125, 451	29. 01	50, 351, 119	30. 88
VII. Pupil Personnel Services	4, 453, 885	3. 20	6, 087, 417	3. 39	4, 635, 508	2. 84
VIII. Administrative Improvement for LEA.	8, 274, 571	5. 95	9, 795, 525	5. 45	10, 335, 096	6. 34
IX. Teacher Education, Accrediting, Licensing, etc	6, 075, 412	4. 37	8, 262, 780	4. 60	6, 007, 501	3. 69
X. General SEA Functions	44, 006, 525	31. 67	49, 766, 328	27. 70	38, 909, 308	23. 87
Total	138, 924, 706	100. 00	179, 656, 740	100. 00	163, 031, 355	100. 00

[1] Based on reports from 47 States and other jurisdictions.

[2] Based on reports from 38 States and other jurisdictions.

Shortage of supply and fiscal time lag are of course only two of the factors contributing to the hiring problem. Pay levels vary widely among the States, and civil service rules and practices create a further hindrance. But here too, progress is notable. Salaries of chief State school officers will serve to typify developments. In 1965, the annual salary range was from $9,000 (1) to $40,000 (1). The average was $17,980; 15 were under $15,000. As of March 1968, the top was still $40,000 but there were two State chiefs receiving that figure; the lowest figure had risen to $12,500 (2); the average was now $21,400; only four are under $15,000; 14 are $25,000 or more. Equally important is the trend in the States to release their educational agency professional positions from the restrictions of civil service criteria designed to deal with jobs related to highway construction, motor vehicle regulation, tax collection, or penal administration.

the use of funds and people

The deployment of their Title V funds and personnel among the several broad categories of functions the State departments of education perform is shown in Table 2. Table 3 shows how they distributed their funds from *all* sources—State and Federal—among these functions. (Details by States from which these summaries were derived will be found in appendixes B through G.)

Although they use about 11% of their *total* resources for general administration, they have been allotting an average of 20% a year of their Title V basic grants to strengthening themselves in that function. Statistics and data processing accounted in the last 3 years for an average of 4.16% of their total funds; 16%, on the average, of their Title V basic grants were used to bolster these operations. For leadership and other assistance to local school districts for improvement of instruction they were devoting close to 30% of their total funds. In fiscal 1966 they devoted 17.5% of their Title V funds to strengthening this function; in the 1967 fiscal year they were using some 20% and in fiscal 1968, more than 25%.

Before considering the significance of all this in evaluating the progress made by SDEs toward optimum leadership roles, it might be useful to consider additional or supplemental means of evaluation. Three have been—and continue to be—used by the staff of the Office of Education concerned with administration of Title V:

1. Area desk officers of the U.S. Office of Education are in constant touch with, and as often as possible visit, the State educational agencies within their respective (nine) regions. Through discussions and consultations, the specialists come to know the relative strengths and weaknesses, the needs and aspirations, of the State agencies. It is true that evaluations made on this basis may be subjective and sometimes affected by emergency situations; never-

theless, there is in the Office of Education some rudimentary evidence, at least, by which to evaluate progress.

2. A dozen State education agencies have thus far undergone, at their invitation, a review by a team consisting of chief State school officers from other States, educators, educational administrators, legislators, State officials, publishers, civic leaders, and other citizens of the State (and, as often as possible, members of the Advisory Council), and specialists from the U.S. Office of Education. Typically in a 3-day visit, the members of the review team—25 to 30, as a rule—with State education agency personnel serving as resource people and recorders— would divide themselves into three or four committees, as conditions dictated, and conduct an exhaustive examination of the agency and its functioning. At intervals the team and agency officials would meet in plenary session to resolve questions which may have arisen. The final result in each case has been a report to the host chief State school officer recounting the findings of the team as to strengths and weaknesses of the agency, and making recommendations. Such reviews can be useful evaluative instruments, less subjective than the judgments of single specialists, and of value to a chief State school officer seeking detached judgment and counsel. But they cannot have full validity in determining progress among States generally until all the States have been thus aided, and a second round of reviews has been held.
3. Annual reports required by Title V provide SDEs with means not only of furnishing fiscal and personnel data but of commenting on programs and progress. Without exception, the reports have attested to the value of Title V grants in strengthening the State departments of Education. Some excerpts from these reports are reproduced in Appendix I.

An evaluation of the evidence from all these sources indicates that SDEs have made progress in coping with some of the areas of concern expressed by the Advisory Council in its first report. They have gone far toward repairing their "inadequate or antiquated" structures. They are acquiring as rapidly as they can "appropriately prepared and experienced personnel." They are developing their research and data systems.

What remains a matter of grave concern to the Advisory Council is the readiness of the State departments of education for comprehensive statewide educational planning.

In each of its previous reports, the Advisory Council indicated its concern that State education agencies should recognize the vital importance of this function. In its first (March 1966) it urged "continued emphasis" on proposals by the State agencies "that show promise of increasing their administrative capacities in appropriate ways, particularly with respect to the agencies' *participation in statewide research, evaluation, and planning*" (emphasis in original).

In its second report, the Council recommended that "State departments of education increase their efforts to provide vigorous leadership in total overall planning for education."

imbalance in development

The direction of growth in the State agencies has caused the Council some concern. The increase of Federal involvement in education has brought to the State education agencies the marked growth reflected not only in the personnel increases mentioned but in the functions they perform, as shown in the tables. But it has not been a balanced growth; it could not, therefore, be considered an entirely healthy growth. It occurred largely where Federal concern for education was expressed in Federal funds. It did not show evidence of a careful design.

For example, already by 1950, out of some 4,100 professionals employed in State departments of education, half were involved in federally subsidized programs; that percentage has kept increasing. Ten years later, in a fourth of the States as many as 70% of the State educational agency professional personnel were assigned to Federal programs. It made a lopsided picture, in which the correlation between Federal funds and personnel growth was inescapably obvious. (Let us consider, for purposes of illustration, State supervisors for specific curriculum subjects, never very numerous. In mathematics, the sciences, and foreign languages, they numbered in 1958 only 15; for English and social studies, 20. These were *totals,* for *all* the States. By 1963, after 5 years of Title III of the National Defense Education Act (*Financial Assistance for Strengthening Science, Mathematics, and Modern Foreign Language Instruction*) the 15 in those subjects had increased to 173, more than 1,100 percent. As there was then no Federal support for English or social studies, the number of State supervisors in these subjects went up by only 12. That, it is stressed, was for *all* the States. And in all the States, the specialists in preschool education in 1958 numbered 3. In 1963 they still numbered 3.)

That state of affairs was symptomatic of a general condition of education at the time, and the Federal Government took steps to rectify that condition. In the Elementary and Secondary Education Act of 1965, which provided the Government's greatest contribution in history to the advancement of education, Title V was designed to be one of the remedies.

The increase in professional staff already mentioned (65%) would have been greater had there been additional qualified people available (Federal legislation has now been enacted to help attack that problem, too). But the number of additional personnel alone need not necessarily denote a basic strengthening of the leadership capacity or role of the State agencies.

Until there exists and is exercised a capability of anticipating educational needs and of planning comprehensively for them, the State educational agencies will not be the leaders of educational development in their States, but mere reactors to events which they cannot control.

limited capacity for planning

In the 1965 self-survey mentioned above, only 10 States claimed to have even a partially developed study and planning capacity. Twenty-seven said that separate divisions occasionally evaluated selected educational practices. Ten acknowledged that they had no programs for statewide evaluation and planning.

In enacting Title V, the Congress, responding to the recommendations of the President, had placed as first among the areas in which it hoped the States would seek to strengthen themselves: "Educational planning on a statewide basis, including the identification of educational problems, issues, and needs in the State, and the evaluation on a periodic or continuing basis of educational programs in the State."

Out of their total funds, both State and Federal, the State departments of education have been using little more than 4% for "study, planning, developing, and evaluating State education programs."

During the first fiscal year of Title V, only 33 States applied, under Title V, for planning grants of any kind. As against 45% of the funds sought for general administration and statistics and data processing, only 19% was budgeted for planning. This percentage has remained fairly constant in the succeeding fiscal years. There is no evidence that it provides for *comprehensive* planning to any significant degree.

It would be unjust to imply that the State departments of education are disinterested in comprehensive statewide planning, even though only eight States in the 1965 survey noted that they would give highest priority to planning. The explanation is simply that when planning must compete with other pressing needs, expediency prevails. Today must be dealt with today, and if planning for tomorrow requires resources that are needed today, they feel, they cannot afford to plan.

But the States cannot afford NOT to plan.

This Advisory Council, in its recommendations (see pages 9–10) urges that State departments of education give increasingly higher priority to enhancing their capabilities for planning and evaluation, making utmost use of funds available to them under existing Federal and State programs. The Council notes with satisfaction that the Office of Education, in its administration of Title V and related programs, has been stressing the importance of this function, and has been exerting all possible efforts to help States develop their planning capabilities. Within the Office itself, area desk officers have been strongly briefed in techniques of planning; task forces and assistance teams have been set up to aid the States in this vital area.

The Council also notes with satisfaction the response of the States to these efforts. At a meeting between chief State school officers and representatives of the Office of Education held early in February 1968, tentative plans were made for mutual assistance among the States as well. Groups of them have submitted special project grant applications which will involve virtually all the States and other jurisdictions in planning and related efforts, chiefly the consolidation or "packaging" of diverse Federal aid programs.

On this point the Council also notes with satisfaction the steps that have been taken to comply with its earlier recommendation for the consolidation of Federal programs assisting State education agencies:

1. In the National Defense Education Act (NDEA), Title III (*Financial Assistance for Strengthening Instruction in Science, Mathematics, Modern Foreign Languages, and Other Critical Subjects*) authorizes funds to State educational agencies for supervision of the program. Title X of the same Act provides for funds to the State agencies for statistical services necessitated by the Act. By budget adjustment, the funds authorized under these two programs have now been merged with those available for Title V of ESEA. Where formerly the State education agencies were

required to file three separate applications for funds under these programs, and three separate sets of reports, they can now file one consolidated set.

But even such a seemingly simple operation is beset by difficulties. What follows will illustrate the problems that hamper efforts at consolidation:

> Titles III and X of NDEA provided Federal funds to the States on a one-for-one matching basis. Not all State legislatures provided matching funds, and therefore not all States received these grants.
>
> Title V is not a matching program; the merger therefore makes *all* States eligible to receive the former NDEA funds. Since the 1968 appropriation was held to the level of the combined 1967 appropriations for the three programs, one effect has been to reduce the amounts formerly received by some of the matching States. Nor was that all. Funds appropriated for Title V continued to be, until June 30, 1968, subject to a reserve of 15% for special project grants, after which the reserve would fall to 5%—but the 10% difference must be directed by the States to local educational agencies (see appendix H). The former NDEA funds, now appropriated under Title V, became subject to that 15% reserve. (While it is true that the reserve funds had been going to States, they did so under special project grants to groups of States which cooperated in carrying out special projects—they could not be used for programs of individual States.) This further reduced sums previously available to States.

2. With the cooperation of States which took part in the February meeting, the Office of Education has begun testing designs for "packaging" as many Federal programs as feasible which provide financial assistance to State departments of education. Through the special project grants available under section 505, cooperating States will prepare to adapt their operations. Together, the Office and the States will identify the programs that can be consolidated for administration, work out simplified application and reporting forms, and coordinate review procedures.

The section of this report on "Other Programs" (pages 10 et seq.) deals with those which are potentially subject to packaging. The variety of laws governing them will suggest the problems inherent in the undertaking.

special project grants

The original version of ESEA provided 15% of the Title V funds for "grants to State educational agencies to pay part of the cost of experimental projects for developing State leadership or for the establishment of special services" that hold a promise of contributing substantially to the solution of problems common to several or all the States.

A score of such multistate projects and a dozen interstate conferences and workshops funded under this section have been described and summarized in the Council's two previous reports. They have involved virtually all the States and other jurisdictions in efforts to foresee the nature of changes in society in the near future and their effects on education; to improve and coordinate teacher certification practices among States; to strengthen State agencies in educational information dissemination—a concern specifically expressed by Congress in the law; to devise means of dealing with education of farm migrant children, and of children exceptional in other ways; to upgrade fiscal, personnel, and administrative practices; to update and coordinate accounting methods, and so on. Most of the projects will conclude their work by the end of the fiscal year 1968 or soon thereafter. Their efforts have been productive of innovations and refinements that have been or are being put into operation by State educational agencies.

The 1967 amendments (see appendix H) reduced from 15% to 5% the reserve for special project grants. They also opened the grants, hitherto available only to State departments of education, to "public regional interstate commissions or agencies for educational planning and research."

The reduction of funds for the special projects program, coming as it does simultaneously with enlargement of its scope, confronts the Office of Education with a difficult task of fixing priorities. Applications for grants far exceed the available funds. Since the focus of Title V administration is now on comprehensive statewide educational planning, the Office appears inclined to give major consideration to applications with the same focus. The Council endorses this.

The Council is gratified to note not only the direct beneficial effects of the Title V programs in strengthening the leadership capabilities of State departments of education, but the desirable indirect effects as well. It urges those departments, in their utilization of the Title V funds under future legislation, to concentrate their efforts on those areas which have provided the best return, such as stimulation of cooperation among the States. Where the reduction of section 505 funds for multistate activities prevents the U.S. Office of Education from funding desirable projects, the Council urges the States to seek opportunities for voluntary cooperation in solving common problems, using funds from other sources, as necessary. The efficiency and economy of such a course should be readily apparent.

The need for such a course is heightened by the amendment which shifts control over the major portion of the funds appropriated under Title III of ESEA (*Supplementary Educational Centers and Services*). In the original enactment, individual applications for grants under Title III were subject to approval by the U.S. Commissioner of Education after having been "submitted for review and recommendations to the State educational agency." The amendment requires the Commissioner to grant to a State which has submitted a satisfactory State plan, up to 75% of its entitlement. The State has the responsibility for making individual grants within the State plan.

The making of such a State plan cannot be a perfunctory action. The process is inextricably bound up with comprehensive educational planning. As this report is made, nine or ten section 505 grant applications have been approved, which will involve nearly all the States and other jurisdictions, for projects to enhance State planning capabilities. The Advisory Council endorses the efforts of the U.S. Office of Education toward these ends.

The section of this report that follows expresses the Council's views, and sets forth its recommendations.

providing assistance to states in strengthening comprehensive educational planning capabilities

In enacting programs to be administered by State departments of education, the Congress has called for enhanced capability in these agencies for planning, developing, and evaluating new activities. In view of this and of a simultaneous need for more effective methods of interpreting the results of educational efforts to the public, the U.S. Office of Education proposed a program designed to accelerate the rate of development of educational planning capabilities in State departments of education.

As we have noted, educational manpower is in limited supply; this is particularly true of those qualified to design and develop appropriate statewide educational planning programs. In view of this, it would seem logical to identify as many capable individuals as possible and use their talents in a training program designed to improve the planning process in the State agencies.

Among the strategies which hold possibilities for making efficient and effective use of human resources, the Council believes two have the best potentials:

1. The U.S. Office of Education should assist by making available manpower and know-how to reinforce that which can be assembled by the States. Financial assistance, such as that authorized under Section 505 of ESEA Title V, might be usefully deployed in carrying out this or a similar pattern of sharing manpower and technical knowledge for planning.
2. To the extent possible under the law, and the better to carry out its purposes, the U.S. Office of Education might significantly advance educational planning and consolidation of effort by removing administrative and policy impediments whose net effect is to fragment or compartmentalize the functions of State and local educational agencies. Elimination of unnecessary regulatory and policy restrictions on the use of Federal funds would be an important step toward meeting the most critical educational needs.

The U.S. Office of Education should move to consolidate as many of the State-plan programs as possible into a single procedural format, so that one application and one report might suffice to meet the requirements of more than one program. Such an accomplishment should in turn make it easier for State departments of education to pass along consolidation benefits to local educational agencies.

Promoting State educational planning and consolidation of existing programs are not clearly separable. As a State agency develops an improved planning capacity, it becomes better prepared to deploy funds more effectively.

recommendations

1. The Advisory Council continues to emphasize the importance of educational planning and leadership by State departments of education. It recommends that State departments of education give increasingly high priority to the rapid development of planning and evaluation capability. The Council recognizes the need for additional Federal support for the development of this capacity not sufficiently available in existing programs. It further recognizes that consolidation of existing Federal programs would enhance the ability of States to carry them out and would support the effort in comprehensive planning.

2. The Advisory Council reiterates the recommendation made in its last annual report that the Congress appropriate the full amount authorized under Title V.

3. The Advisory Council has referred in the past to the great need by State departments of education for advance knowledge of funding levels of programs which they administer. It notes with satisfaction that the Congress has recognized this need by authorizing earlier appropriation of Federal funds for education programs, and urges the Congress to implement this authorization by making appropriations earlier and for periods longer than 1 fiscal year.

4. The Advisory Council notes with satisfaction that the 1967 amendments changed the formula for distribution of funds so that less populous States would receive more equitable treatment under the increased appropriations. It notes with regret, however, that in the last fiscal year other States, committed to programs based on previous levels of funding, did suffer losses under this adjustment. This was

an eventuality the Advisory Council had forewarned against. Some States also suffered losses when two programs formerly administered under the National Defense Education Act were consolidated for administration with Title V of the Elementary and Secondary Education Act. The Advisory Council now recommends that in any change, whether occasioned by a new distribution formula or by consolidation of programs, care should be taken to ensure that the level of funding is such that every State shall be entitled to receive no less than it had received in any previous year.

5. The Council recommends that State departments of education become a leading force in the consolidation and coordination of programs under the Education Professions Development Act (Public Law 90–35). In view of the key role of State departments of education in the training and certification of educational personnel, it is particularly important that these agencies be intimately involved in the planning activities associated with any training program being initiated within a State. Some of the benefits resulting from the development of these training programs must be utilized for the preparation and improvement of personnel assigned to, or available for, State departments of education.

other federal programs aiding state education agencies

The Advisory Council on State Departments of Education is charged with reviewing not only the administration of Title V but also "other Acts under which funds are appropriated to assist State educational agencies to administer Federal programs relating to education." This section is concerned primarily with those other programs.

definition of terms

In collecting the data required to determine the status of Federal programs for education that are administered by State education agencies, we found it necessary because of the various practices among the States to define some terms used in this chapter: "State," "State agency," "State education agency," "State department of education," "chief State school officer," "State administration," and "expenditures for State administration."

State.—The term means the 50 States of the Union and any other jurisdiction so designated or treated under pertinent statutes (which may be any or all of the following: The District of Columbia, the Commonwealth of Puerto Rico, American Samoa, Guam, the Virgin Islands, the Canal Zone, the Trust Territory of the Pacific Islands).

State agency.—The term is used in the broadest sense to mean a department, office, board, commission, committee, or other State administrative instrumentality to which are expressly delegated by law administrative powers and duties.

State educational (or education) agency.—This term is defined in both the National Defense Education Act of 1958 and the Elementary and Secondary Education Act of 1965 as follows:

> "* * * means the State board of education or other agency or officer primarily responsible for the State supervision of public elementary and secondary schools, or, if there is no such officer or agency, an officer or agency designated by the Governor or by State law. The chief legal officer of a State, usually the State's attorney general, must certify that the State agency submitting plans or applications to participate in grant programs under pertinent titles of these two Federal acts is the State educational agency."

State department of education.—The term, which is used in the subtitle for Title V of ESEA and is used again in Section 510 of the title in naming the Advisory Council established in it, is not defined in any Federal statute or in any regulation of a Federal agency made pursuant to a Federal statute. There is some indication in Section 510 of Title V that the terms "State educational agency" and "State department of education" are used synonymously. Since a precise definition of terms is essential in the collection and presentation of data, the term "State department of education" will be used in this section to mean the service organization or organized staff under the executive direction of the chief State school officer. The Federal programs described and reported upon herein are considered to be administered by/or in the State department of education only in those instances where they are conducted under the direction of the chief State school officer.

Chief State School Officer.—This term is commonly used to designate the State official who is generally specified by law as the chief executive and/or administrative officer for State programs of elementary and secondary education.

State Administration.—The term means the performance of duties by State agencies to achieve the purposes of the programs they are legally responsible for conducting. The term is used in the broadest sense in this report to include managerial, operational, directional, supervisory, leadership, and all other types of activity essential to the performance of such duties. The term is not limited to "general administration," "departmental administration," "program direction," or any other class of financial accounts commonly used by State agencies to identify specific functions in a functional breakdown of their duties.

Expenditures for State Administration.—The term means outlays of funds made by a State agency in the performance of its duties. As used in this report it does not include (1) funds transferred by a State agency to other agencies of State government or of local governments; (2) funds which, though allotted to the State, are not received or expended by a State agency; or (3) funds expended by a State agency for the direct operation of schools, colleges, universities, or other kinds of institutions.

scope of report

These are the criteria employed in selecting the Federal programs or parts of them that are treated in this report: (1) Allotments are made to each State under the program. (2) A single State agency administers the program or a part thereof. (3) The State department of education, as defined in this report, conducts the program for the administering State agency in at least 10 States.

The criteria exclude Federal programs for education under which grants can be made independently to a number of eligible applicants in the State by the Federal agency administering the program. Also excluded are Federal programs for which no funds are provided for State administration and a number of programs, such as grants for construction of academic facilities (Higher Education Act of 1965), which are conducted by the State department of education for the administering State agency in fewer than 10 States.

Information is included in this report on Federal programs authorized by the following legislation:

I. Sections 2 and 3, Vocational Rehabilitation Act as amended.
II. Vocational Education Acts of 1917, 1946, 1963.
III. Title III, National Defense Education Act of 1958 as amended.
IV. Title V–A, National Defense Education Act of 1958 as amended.
V. Title X, Section 1009, National Defense Education Act of 1958 as amended.
VI. Title I, Elementary and Secondary Education Act of 1965 as amended.
VII. Title II, Elementary and Secondary Education Act of 1965 as amended.
VIII. Title V, Section 503, Elementary and Secondary Education Act of 1965 as amended.
IX. Title I, Public Library Services of the Library Services and Construction Act of 1964 as amended.
X. Federal Civil Defense Act of 1950 as amended.
XI. Public Law 85–926 as amended (Grants for Preparation of Professional Personnel in the Education of Handicapped Children).
XII. Title III, Adult Education Act of 1966.
XIII. Manpower Development and Training Act of 1962 as amended.

Each of the programs will be treated in the following pages by means of (1) an abstract giving the authorizing legislation, the purpose, the fiscal 1967 appropriation, the basis for allotment to the States, and the provision for State administration; (2) a table of personnel and expenditures in fiscal 1967; and (3) a summary table.

data sources and data process techniques

The information on personnel and expenditures provided in the tables was obtained from annual reports by the States and is subject to further adjustments. With the exception of the vocational rehabilitation program, all information on personnel has been rounded to the nearest tenth. All information on expenditures has been rounded to the nearest dollar.

I

Legislation.—Sections 2 and 3, Vocational Rehabilitation Act as amended.

Purpose.—To provide a program of services leading to the vocational rehabilitation of handicapped persons.

Appropriation for fiscal year 1967.—$236 million for the basic support program (Section 2); $2,500,000 for innovative projects (Section 3).

Basis for allotments to States.—Allotments to the States for section 2 are based on a formula using the factors of population and per capita income. Section 3 allotments are based on population with a $25,000 minimum allotment.

Provision for State administration.—A State may participate under this act upon approval of a State plan by the Commissioner of the Rehabilitation Services Administration. The sole State agency responsible for administration of the program may be (1) an independent State commission, board, or other agency whose major function is the vocational rehabilitation of disabled people; (2) the State agency administering or supervising the administration of education or vocational education in the State; or (3) a State agency which includes at least two other major organizational units each of which administers one or more of the major public education, public health, public welfare, or labor programs of the State. The State agency budget provided for in the State plan includes funds for State administration of the program in addition to funds for vocational rehabilitation services for handicapped individuals.

Table 4.—Expenditures for Sections 2 and 3, Vocational Rehabilitation Act as amended: Fiscal year 1967 [1]

State (1)	Personnel by man-years [2] Professional (2)	 Nonprofessional (3)	Administrative expenditures, by source of funds [2] State (4)	 Federal (5)	Total administrative expenditures [2] (columns 4+5) (6)
Total	276.75	488.62	$2,112,632	$6,354,936	$8,467,568
Total, States	268.75	471.42	2,072,391	6,234,219	8,306,610
Alabama	7.30	22.00	92,162	276,487	368,649
Alaska	1.70	.85	8,429	25,287	33,716
Arizona	6.60	6.80	43,062	129,186	172,248
Arkansas	9.12	23.16	75,342	226,027	301,369
Connecticut	6.20	12.50	40,600	122,647	163,247
Delaware	1.00	1.00	5,576	16,727	22,303
Florida	17.75	16.25	98,594	301,239	399,833
Georgia	5.18	15.27	153,847	461,542	615,389
Hawaii	1.76	5.00	18,868	56,604	75,472
Indiana	5.68	8.29	26,869	80,608	107,477
Iowa	3.90	16.72	39,583	118,749	158,332
Kentucky	3.61	12.27	43,021	129,064	172,085
Louisiana	15.19	31.86	87,868	263,602	351,470
Maine	2.99	5.10	15,778	47,335	63,113
Maryland	11.92	12.04	72,940	218,819	291,759
Michigan	20.50	26.50	263,603	790,809	1,054,412
Minnesota	6.60	6.47	53,250	159,750	213,000
Mississippi	4.10	4.50	39,995	119,983	159,978
Missouri	4.54	12.16	28,608	85,822	114,430
Nebraska	4.70	7.66	24,249	72,747	96,996
Nevada	6.18	3.30	27,080	81,239	108,319
New Hampshire	1.56	2.56	8,666	25,997	34,663
New Mexico	.46	2.13	6,413	19,237	25,650
New York	17.52	104.74	227,345	682,036	909,381
North Carolina	22.00	20.75	98,980	296,938	395,918
North Dakota	3.08	4.59	14,145	42,434	56,579
Ohio	21.00	20.09	96,023	288,068	384,091
Oklahoma	9.30	11.00	51,033	153,099	204,132
Oregon	5.04	4.79	32,248	107,488	139,736
Rhode Island	1.60	0	8,582	25,745	34,327
South Dakota	2.31	1.44	12,047	36,140	48,187
Tennessee	7.64	18.72	60,494	181,491	241,985
Texas	8.58	16.00	83,449	250,347	333,796
Utah	4.33	4.95	26,625	79,875	106,500
Vermont	2.41	.50	7,853	23,559	31,412
Washington	12.25	7.71	64,448	193,345	257,793
Wyoming	3.15	1.75	14,716	44,147	58,863
Total, outlying areas	8.00	17.20	40,241	120,717	160,958
Guam	1.50	1.00	4,274	12,820	17,094
Puerto Rico	5.50	14.50	32,787	98,359	131,146
Virgin Islands	1.00	1.70	3,180	9,538	12,718

---

[1] Data for the 37 States and the 3 outlying areas in which vocational rehabilitation programs and services are conducted under the direction of the chief State school officer.

[2] Personnel and expenditures for general administration only. Does not include personnel and expenditures for guidance and placement, case services, and specialized facilities and programs.

Program Summary—**Sections 2 and 3, Vocational Rehabilitation Act, as amended**[1]

Amount expended from Federal funds for State administration in fiscal year 1967[2]	$6,354,936
Amount expended from State funds for State administration in fiscal year 1967[2]	2,112,632
Grand total	$8,467,568

Personnel by man-years engaged in program activities as of June 30, 1967:[2]	
Professional	276.75
Nonprofessional	488.62

[1] Data for the 37 States and the 3 outlying areas in which vocational rehabilitation programs and services are conducted under the direction of the chief State school officer.

[2] Personnel and expenditures for general administration only. Does not include personnel and expenditures for guidance and placement, case services, and specialized facilities and programs.

II

Legislation.—Vocational Education Acts of 1917 (Smith-Hughes), 1946 (George-Barden), and 1963.

Purpose.—To assist States in maintaining, extending, and improving existing programs of vocational education.

Appropriation for fiscal year 1967:

a. Vocational Education Act of 1917, as amended	$7,161,455
b. Vocational Education Act of 1946, as amended	49,991,000
c. Vocational Education Act of 1963	208,225,000
Total	$265,377,455

Basis for allotments to States:

a. Vocational Education Act of 1917 (Smith-Hughes):	
Agriculture—based on State's rural population, minimum $10,000 per State, appropriation FY 1967	$3,016,355
Trade, Home Economics, and Industrial Subjects—based on urban population, minimum of $10,000 per State, appropriation FY 1967	3,041,787
Teacher Training—based on State's total population, minimum of $10,000 per State, appropriation FY 1967	1,103,313
b. Vocational Education Act of 1956 (George-Barden):	
Agriculture—based on State's farm population, minimum of $40,000 per State, appropriation FY 1967	10,309,997
Home Economics—based on State's rural population, minimum of $40,000 per State, appropriation FY 1967	8,182,825
Distributive Occupations—based on State's total population, minimum of $15,000 per State, appropriation FY 1967	$2,602,298
Trades and Industry—based on State's nonfarm population, minimum of $40,000 per State, appropriation FY 1967	8,215,703
Fisheries—based on State's fishing industry, no minimum, appropriation FY 1967	375,000
Health—based on ratios of sums allotted to States for all other programs under the Act, appropriation FY 1967	5,000,000
Technical—based on ratios of sums allotted to States for all other programs under the Act, appropriation FY 1967	15,000,000
Supplemental Acts	305,000
c. Vocational Education Act of 1963:	
1. Allotments to States under Section 3, appropriation FY 1967	198,225,000
(a) Ninety percent of sums appropriated are allotted to States on the basis of numbers of persons in the various age groups needing vocational education and the per capita income in the respective States. Minimum of $10,000 per State.	
(b) Ten percent of the sums appropriated are to be used by the U.S. Commissioner of Education to make grants to colleges and universities, to State boards for vocational education, and with the approval of such State boards, to local educational agencies to pay part of the cost of research and training programs and of experimental, developmental, or pilot programs developed by such institutions, boards or agencies.	
2. Allotments to States under Section 13, appropriation FY 1967	10,000,000
Work-study programs for vocational education study—based on State's population age 15 to 20 inclusive, no minimum.	

Provision for State administration.—Allotments are made to States for activities in the State plans approved by the U.S. Commissioner of Education. State plans are prepared in each State by the State board designated or created to cooperate with the U.S. Office of Education in the administration of federally supported State vocational education programs. All payments of funds made to State boards that were not reallotted or distributed to other State or local agencies are classified herein as funds received and expended for State administration.

Table 5.—Number of employees and expenditures for State administration of the Vocational Education Acts of 1917, 1946, and 1963: Fiscal year 1967

State	Number of State agency employees [1]		Administrative expenditures, by source of funds		Total administrative expenditures (columns 4+5)
	Professional	Non-professional	State	Federal	
(1)	(2)	(3)	(4)	(5)	(6)
Total	na	na	$10, 372, 122	$10, 511, 870	$20, 883, 992
Total, 50 States and District of Columbia	na	na	9, 522, 832	10, 165, 256	19, 688, 088
Alabama	na	na	385, 020	415, 252	800, 272
Alaska	na	na	48, 856	48, 855	97, 711
Arizona	na	na	106, 923	156, 001	262, 924
Arkansas	na	na	110, 233	228, 586	338, 819
California	na	na	540, 051	1, 640, 294	2, 180, 345
Colorado [2]	na	na	165, 539	139, 070	304, 609
Connecticut	na	na	na	na	na
Delaware	na	na	58, 325	94, 123	152, 448
District of Columbia	na	na	na	na	na
Florida	na	na	122, 460	1, 008, 715	1, 131, 175
Georgia	na	na	361, 337	447, 850	809, 187
Hawaii	na	na	160, 204	115, 034	275, 238
Idaho [2]	na	na	180, 918	1, 127	182, 045
Illinois	na	na	349, 127	319, 273	668, 400
Indiana [3]	na	na	194, 391	299, 422	493, 813
Iowa	na	na	na	na	na
Kansas [2]	na	na	na	na	na
Kentucky	na	na	na	na	na
Louisiana	na	na	352, 235	545, 557	897, 792
Maine	na	na	na	na	na
Maryland	na	na	na	na	na
Massachusetts	na	na	78, 174	198, 082	276, 256
Michigan	na	na	465, 071	268, 205	733, 276
Minnesota	na	na	na	na	na
Mississippi	na	na	203, 920	185, 981	389, 901
Missouri	na	na	100, 921	288, 416	389, 337
Montana	na	na	na	na	na
Nebraska	na	na	109, 233	78, 681	187, 914
Nevada	na	na	161, 260	376	161, 636
New Hampshire	na	na	na	na	na
New Jersey	na	na	na	na	na
New Mexico	na	na	100, 589	139, 411	240, 000
New York	na	na	2, 360, 697	997, 062	3, 357, 759
North Carolina	na	na	468, 552	239, 232	707, 784
North Dakota	na	na	58, 017	36, 921	94, 938
Ohio	na	na	73, 843	521, 182	595, 025
Oklahoma [2]	na	na	343, 590	368, 242	711, 832
Oregon	na	na	107, 792	65, 302	173, 094
Pennsylvania	na	na	na	na	na
Rhode Island	na	na	na	na	na
South Carolina	na	na	385, 624	197, 199	582, 823
South Dakota	na	na	44, 405	43, 185	87, 590
Tennessee	na	na	na	na	na
Texas	na	na	na	na	na
Utah	na	na	74, 755	99, 891	174, 646
Vermont	na	na	82, 111	45, 257	127, 368
Virginia	na	na	614, 667	0	614, 667
Washington	na	na	280, 972	478, 795	759, 767
West Virginia	na	na	na	na	na
Wisconsin [2]	na	na	245, 720	293, 882	539, 602

Table 5.—Number of employees and expenditures for State administration of the Vocational Education Acts of 1917, 1946, and 1963: Fiscal year 1967

State	Number of State agency employees [1]		Administrative expenditures, by source of funds		Total administrative expenditures (columns 4+5)
	Professional	Non-professional	State	Federal	
(1)	(2)	(3)	(4)	(5)	(6)
Wyoming	na	na	$27, 300	$160, 795	$188, 095
Total, outlying areas	na	na	849, 290	346, 614	1, 195, 904
American Samoa	in	in	in	in	in
Canal Zone	in	in	in	in	in
Guam	na	na	na	na	na
Puerto Rico	na	na	831, 531	328, 856	1, 160, 387
Trust Territory of the Pacific Islands	in	in	in	in	in
Virgin Islands	na	na	17, 759	17, 758	35, 517

na=not available. in=inapplicable.

[1] State agency staff positions (full-time equivalent) whether headquarters or regional, and whether or not currently filled as of June 30, 1967. Staff positions for the direct operation of any school, college, university, or similar direct service are excluded.

[2] State department of education does not administer program.

[3] Program is only partially administered by the State department of education.

Program Summary—**Vocational Education Acts of 1917, 1946, 1963.**

Amount expended from Federal funds for State administration in fiscal year 1967	$10, 511, 870
Amount expended from State funds for State administration in fiscal year 1967	10, 372, 122
Grand total	20, 883, 992

Number of State agency employees engaged in program activities as of June 30, 1967:[1]

Professional	na
Nonprofessional	na

na=Not available.

[1] State agency staff positions (full-time equivalent) whether headquarters or regional, and whether or not currently filled as of June 30, 1967. Staff positions for the direct operation of any school, college, university, or similar direct service are excluded.

III

Legislation.—Title III, National Defense Education Act of 1958 as amended.

Purpose.—To strengthen elementary and secondary instruction in science, mathematics, history, civics, geography, modern foreign languages, English, reading, and economics by making matching grants to States and loans to nonpublic schools for the acquisition of equipment and for minor remodeling, and matching grants for State supervision and administration.

Appropriation for fiscal year 1967—$80,700,000 for acquisition program with a total allotment base of $90 million; $7,500,000 for supervisory or related services and administration with an allotment base of $9 million.

Basis for allotments to States.—Twelve percent of the total allotment of $90 million for the acquisition of equipment and for minor remodeling is assigned to the States, the District of Columbia, and the outlying areas for loans to nonprofit private schools on the basis of a formula involving nonpublic school enrollment. One and six-tenths percent of the total is allotted for grants to the outlying areas on the basis of a formula involving the school-age population with a $50,000 minimum per area; the remainder is allotted to the 50 States and the District of Columbia on the basis of a formula involving the school-age population and the total personal income per school-age population. One and six-tenths percent of the total allotment of $9 million for supervisory or related services and administration goes to the outlying areas on the basis of a formula involving school-age population with a minimum of $20,000 per area; 98.4 percent of the total is allotted to the 50 States and the District of Columbia on the basis of a formula involving school-age population with a minimum of $50,000 per "State."

Provision for State administration.—To participate under this title, a State submits a plan through its State education agency to the U.S. Commissioner of Education for approval. Federal funds provided for supervisory or related services and administration of the approved State plan are classified as expenditures for State administration.

Table 6.—Number of employees and expenditures for State administration of Title III, National Defense Education Act of 1958 as amended: Fiscal year 1967

State (1)	Number of State agency employees [1] Professional (2)	 Non-professional (3)	Administrative expenditures, by source of funds State (4)	 Federal (5)	Total administrative expenditures (columns 4+5) (6)
Total	824. 6	514. 8	$7, 597, 917	$5, 747, 323	$13, 345, 240
Total, 50 States and District of Columbia	736. 6	472. 8	7, 108, 438	5, 643, 323	12, 751, 761
Alabama	12. 2	9. 7	111, 849	111, 849	223, 698
Alaska	1. 8	1. 0	40, 422	40, 422	80, 844
Arizona	4. 6	8. 8	67, 911	67, 911	135, 822
Arkansas	21. 0	17. 0	78, 002	78, 002	156, 004
California	15. 2	13. 7	341, 985	341, 985	683, 970
Colorado	8. 3	9. 3	87, 537	87, 537	175, 074
Connecticut	24. 8	16. 5	358, 399	118, 878	477, 277
Delaware	13. 0	10. 0	60, 814	49, 483	110, 297
District of Columbia	11. 0	4. 0	122, 104	50, 000	172, 104
Florida	4. 5	2. 7	289, 654	238, 791	528, 445
Georgia	30. 7	24. 7	303, 394	202, 731	506, 125
Hawaii	42. 8	. 9	581, 097	50, 000	631, 097
Idaho	6. 0	4. 0	49, 261	49, 261	98, 522
Illinois	25. 0	20. 0	267, 705	267, 505	535, 210
Indiana	7. 0	3. 0	60, 755	60, 755	121, 510
Iowa	9. 8	7. 4	79, 318	79, 318	158, 636
Kansas	11. 5	8. 0	87, 215	86, 553	173, 768
Kentucky	9. 2	10. 1	79, 263	79, 263	158, 526
Louisiana	15. 2	13. 2	130, 134	130, 000	260, 134
Maine	7. 0	4. 0	49, 913	49, 912	99, 825
Maryland	8. 5	9. 0	140, 015	139, 950	279, 965
Massachusetts	27. 0	16. 0	163, 869	163, 869	327, 738
Michigan	4. 6	3. 4	48, 790	48, 789	97, 579
Minnesota	15. 0	5. 0	112, 366	112, 365	224, 731
Mississippi	7. 9	6. 9	66, 153	66, 154	132, 307
Missouri	10. 4	3. 0	63, 687	63, 687	127, 374
Montana	5. 3	3. 9	62, 653	50, 000	112, 653
Nebraska	9. 5	5. 3	58, 463	58, 462	116, 925
Nevada	6. 8	3. 8	49, 783	49, 784	99, 567
New Hampshire	3. 0	1. 5	22, 724	22, 401	45, 125
New Jersey	7. 7	7. 1	85, 912	85, 912	171, 824
New Mexico	6. 0	6. 5	52, 796	68, 489	121, 285
New York	115. 0	57. 0	976, 281	707, 271	1, 683, 552
North Carolina	17. 8	10. 0	155, 466	155, 466	310, 932
North Dakota	3. 0	3. 5	40, 033	40, 033	80, 066
Ohio	25. 0	14. 0	249, 228	162, 764	411, 992
Oklahoma	12. 5	5. 9	91, 181	82, 270	173, 451
Oregon	6. 8	4. 0	58, 307	58, 298	116, 605
Pennsylvania	27. 0	32. 0	292, 177	292, 177	584, 354
Rhode Island	10. 0	7. 0	33, 894	31, 821	65, 715
South Carolina	24. 0	12. 0	149, 221	126, 642	275, 863
South Dakota	3. 8	3. 4	34, 850	34, 849	69, 699
Tennessee	21. 0	7. 5	75, 863	75, 863	151, 726
Texas	19. 3	13. 5	190, 070	190, 069	380, 139
Utah	6. 0	5. 0	59, 583	50, 726	110, 309
Vermont	4. 5	2. 0	22, 126	22, 125	44, 251
Virginia	19. 0	9. 0	154, 055	90, 772	244, 827
Washington	12. 5	8. 0	133, 889	133, 889	267, 778
West Virginia	6. 0	9. 0	73, 192	73, 191	146, 383
Wisconsin	7. 1	5. 6	111, 083	111, 083	222, 166

Table 6.—Number of employees and expenditures for State administration of Title III, National Defense Education Act of 1958 as amended: Fiscal year 1967

State (1)	Number of State agency employees [1]: Professional (2)	Number of State agency employees [1]: Non-professional (3)	Administrative expenditures, by source of funds: State (4)	Administrative expenditures, by source of funds: Federal (5)	Total administrative expenditures (columns 4+5) (6)
Wyoming	4. 0	5. 0	$33, 996	$33, 996	$67, 992
Total, outlying areas	88. 0	42. 0	489, 479	104, 000	593, 479
American Samoa	in	in	in	in	in
Canal Zone	in	in	in	in	in
Guam	12. 0	3. 0	22, 768	20, 000	42, 768
Puerto Rico	73. 0	38. 0	441, 025	64, 000	505, 025
Trust Territory of the Pacific Islands	na	na	na	na	na
Virgin Islands	3. 0	1. 0	25, 686	20, 000	45, 686

in=inapplicable.

na=not available.

[1] State agency staff positions (full-time equivalent) whether headquarters or regional, and whether or not currently filled as of June 30, 1967. Staff positions for the direct operation of any school, college, university, or similar direct service are excluded.

Program Summary—Title III, National Defense Education Act of 1958 as amended

Amount expended from Federal funds for State administration in fiscal year 1967	$5, 747, 323
Amount expended from State funds for State administration in fiscal year 1967	7, 597, 917
Grand total	13, 345, 240
Number of State agency employees engaged in program activities as of June 30, 1967: [1]	
Professional	824. 6
Nonprofessional	514. 8

[1] State agency staff positions (full-time equivalent) whether headquarters or regional, and whether or not currently filled as of June 30, 1967. Staff positions for the direct operation of any school, college, university, or similar direct service are excluded.

IV

Legislation.—Title V–A, National Defense Education Act of 1958 as amended.

Purpose.—To assist State education agencies in establishing and maintaining programs of testing, guidance, and counseling.

Appropriation for fiscal year 1967.—$24,500,000.

Basis for allotments to States.—One and six-tenths percent of the appropriation is allotted to outlying areas on the basis of respective need and with a minimum of $20,000 per area; 98.4 percent of the appropriation is allotted to the States and the District of Columbia on the basis of a formula involving school-age population and with a minimum of $50,000 per "State."

Provision for State administration.—State participation in this program is carried out in accordance with a State plan, submitted by the State education agency to the U.S. Commissioner of Education for his approval. Program funds may be used for administrative purposes, including State supervisory or related services to public elementary and secondary schools or public junior colleges and technical institutes in the fields of guidance, counseling, and testing.

Table 7.—Number of employees and expenditures for State administration of Title V-A, National Defense Education Act of 1958 as amended: Fiscal year 1967

State	Number of State agency employees [1]		Administrative expenditures, by source of funds		Total administrative expenditures (columns 4+5)
	Professional	Non-professional	State	Federal	
(1)	(2)	(3)	(4)	(5)	(6)
Total	273. 3	238. 0	na	na	$5, 454, 994
Total, 50 States and District of Columbia	258. 3	222. 0	na	na	5, 221, 031
Alabama	1. 0	3. 3	na	na	83, 716
Alaska	. 8	. 5	na	na	37, 872
Arizona	2. 0	2. 0	na	na	49, 743
Arkansas	3. 0	1. 0	na	na	42, 651
California	5. 3	3. 0	na	na	138, 703
Colorado	5. 6	4. 4	na	na	131, 143
Connecticut	4. 0	2. 3	na	na	89, 499
Delaware	2. 0	3. 0	na	na	62, 580
District of Columbia	1. 0	1. 0	na	na	35, 498
Florida	10. 3	8. 0	na	na	204, 281
Georgia	6. 0	8. 0	na	na	134, 711
Hawaii	2. 0	1. 5	na	na	42, 733
Idaho	2. 0	1. 0	na	na	31, 737
Illinois	21. 0	30. 0	na	na	437, 725
Indiana	5. 0	1. 0	na	na	79, 802
Iowa	2. 0	1. 0	na	na	37, 348
Kansas	3. 0	2. 0	na	na	287, 851
Kentucky	10. 0	6. 0	na	na	122, 373
Louisiana	4. 3	5. 3	na	na	141, 609
Maine	1. 0	1. 0	na	na	19, 983
Maryland	2. 0	1. 0	na	na	39, 311
Massachusetts	9. 0	5. 0	na	na	100, 921
Michigan	3. 0	3. 0	na	na	71, 170
Minnesota	3. 0	2. 0	na	na	70, 774
Mississippi	2. 5	2. 4	na	na	40, 637
Missouri	5. 0	3. 0	na	na	68, 999
Montana	. 9	. 3	na	na	16, 840
Nebraska	2. 5	1. 5	na	na	41, 966
Nevada	1. 3	1. 0	na	na	21, 954
New Hampshire	1. 0	. 5	na	na	41, 864
New Jersey	2. 6	1. 9	na	na	47, 744
New Mexico	2. 0	2. 5	na	na	70, 499
New York	40. 0	40. 0	na	na	812, 404
North Carolina	4. 2	3. 0	na	na	47, 484
North Dakota	1. 5	1. 5	na	na	37, 772
Ohio	11. 0	11. 0	na	na	290, 453
Oklahoma	3. 7	3. 0	na	na	63, 590
Oregon	1. 0	1. 0	na	na	18, 705
Pennsylvania	11. 0	10. 0	na	na	152, 296
Rhode Island	3. 1	2. 4	na	na	32, 572
South Carolina	5. 0	3. 0	na	na	82, 107
South Dakota	2. 0	2. 5	na	na	39, 966
Tennessee	6. 5	2. 5	na	na	76, 780
Texas	16. 7	11. 5	na	na	233, 961
Utah	2. 3	3. 3	na	na	51, 277
Vermont	. 8	. 8	na	na	13, 369
Virginia	3. 0	2. 5	na	na	112, 953
Washington	13. 0	9. 0	na	na	155, 215
West Virginia	4. 0	3. 0	na	na	53, 809
Wisconsin	2. 2	2. 1	na	na	52, 084

Table 7.—Number of employees and expenditures for State administration of Title V–A, National Defense Education Act of 1958 as amended: Fiscal year 1967

State	Number of State agency employees [1]		Administrative expenditures, by source of funds		Total administrative expenditures (columns 4+5)
	Professional	Non-professional	State	Federal	
(1)	(2)	(3)	(4)	(5)	(6)
Wyoming	1.2	.5	na	na	$49,997
Total, outlying areas	15.0	16.0	na	na	233,963
American Samoa	in	in	in	in	in
Canal Zone	in	in	in	in	in
Guam	na	2.0	na	na	45,150
Puerto Rico	13.0	9.0	na	na	155,215
Trust Territory of the Pacific Islands	in	in	in	in	in
Virgin Islands	2.0	5.0	na	na	33,598

na=not available.

in=inapplicable.

[1] State agency staff positions (full-time equivalent) whether headquarters or regional, and whether or not currently filled as of June 30, 1967. Staff positions for the direct operation of any school, college, university, or similar direct service are excluded.

Program Summary—Title V–A, National Defense Education Act of 1958 as amended

Amount expended from Federal funds for State administration in fiscal year 1967	na
Amount expended from State funds for State administration in fiscal year 1967	na
Grand total	$5,454,994
Number of State agency employees engaged in program activities as of June 30, 1967: [1]	
Professional	273.3
Nonprofessional	238.0

na=not available.

[1] State agency staff positions (full-time equivalent) whether headquarters or regional, and whether or not currently filled as of June 30, 1967. Staff positions for the direct operation of any school, college, university, or similar direct service are excluded.

V

Legislation.—Title X, section 1009, National Defense Education Act of 1958 as amended.

Purpose.—To improve and strengthen (a) the adequacy and reliability of educational statistics provided by State and local reports and records, and (b) the methods and techniques for collecting and processing educational data and disseminating information about the condition and progress of education in the States.

Appropriation for fiscal year 1967.—$2,250,000.

Basis for allotments to States.—Grants are made to States for one-half of the cost of State education agency programs for improving educational statistics, provided that no State may be paid more than $50,000 for any fiscal year.

Provision made for State administration.—The program is for improvement of State administration, specifically the improvement of statistical services of State education agencies. All expenditures are for State administration. Payments with respect to any program of a State education agency are made (1) only to the extent it is a new program or an addition to or expansion of an existing program, and (2) only if the State plan for participation includes such program.

Table 8.—Title X, Section 1009, National Defense Education Act of 1958 as amended: Fiscal year 1967

State	Number of State agency employees [1]		Administrative expenditures, by source of funds		Total administrative expenditures (columns 4+5)
	Professional	Non-professional	State	Federal	
(1)	(2)	(3)	(4)	(5)	(6)
Total	266. 7	403. 9	$4, 213, 377	$2, 100, 447	$6, 313, 824
Total, 50 States and District of Columbia	257. 7	376. 4	4, 101, 161	2, 005, 032	6, 106, 193
Alabama	1. 8	9. 0	92, 749	48, 313	141, 062
Alaska	4. 0	2. 0	38, 100	38, 100	76, 200
Arizona	1. 2	6. 0	49, 550	47, 352	96, 902
Arkansas	1. 3	1. 5	10, 073	10, 074	20, 147
California	3. 0	5. 0	30, 907	30, 907	61, 814
Colorado	5. 8	8. 9	112, 200	48, 313	160, 513
Connecticut	2. 0	6. 6	32, 951	32, 951	65, 902
Delaware	6. 0	6. 0	50, 739	26, 716	77, 455
District of Columbia	1. 0	1. 0	37, 638	37, 638	75, 276
Florida	36. 2	12. 1	527, 770	48, 313	576, 083
Georgia	6. 0	8. 0	72, 518	48, 313	120, 831
Hawaii	5. 0	8. 0	183, 700	48, 313	232, 013
Idaho	1. 0	2. 5	14, 500	14, 500	29, 000
Illinois	2. 0	5. 0	164, 279	48, 313	212, 592
Indiana	6. 0	10. 0	28, 242	28, 242	56, 484
Iowa	4. 4	10. 0	80, 192	48, 313	128, 505
Kansas	5. 0	6. 0	47, 971	46, 580	94, 551
Kentucky	27. 0	25. 0	307, 684	48, 313	355, 997
Louisiana	3. 0	10. 0	51, 940	48, 313	100, 253
Maine	3. 0	9. 0	52, 810	48, 313	101, 123
Maryland	2. 5	6. 0	39, 774	39, 768	79, 542
Massachusetts	9. 9	10. 6	65, 627	48, 313	113, 940
Michigan	7. 0	6. 0	83, 201	48, 313	131, 514
Minnesota	5. 0	6. 0	48, 468	48, 313	96, 781
Mississippi	1. 7	7. 0	34, 923	34, 923	69, 846
Missouri	6. 0	8. 0	13, 319	13, 319	26, 638
Montana	5. 9	5. 0	75, 742	48, 313	124, 055
Nebraska	5. 0	9. 0	21, 352	21, 352	42, 704
Nevada	2. 0	1. 0	3, 794	1, 315	5, 109
New Hampshire	1. 2	2. 5	15, 392	12, 015	27, 407
New Jersey	5. 0	7. 6	75, 799	48, 313	124, 112
New Mexico	2. 0	6. 0	33, 850	33, 850	67, 700
New York	2. 0	5. 0	212, 190	48, 313	260, 503
North Carolina	4. 0	9. 0	44, 571	44, 569	89, 140
North Dakota	1. 0	4. 0	20, 666	18, 614	39, 280
Ohio	6. 0	1. 0	70, 632	48, 313	118, 945
Oklahoma	7. 0	15. 0	68, 075	48, 313	116, 388
Oregon	9. 0	4. 0	52, 305	48, 313	100, 618
Pennsylvania	3. 6	5. 3	41, 936	41, 935	83, 871
Rhode Island	2. 5	7. 0	75, 962	48, 313	124, 275
South Carolina	12. 0	7. 0	64, 567	48, 313	112, 880
South Dakota	2. 0	4. 0	20, 429	20, 428	40, 857
Tennessee	2. 0	8. 0	50, 000	48, 313	98, 313
Texas	3. 3	6. 7	92, 321	48, 313	140, 634
Utah	6. 0	8. 8	53, 168	48, 313	101, 481
Vermont	. 8	1. 5	8, 807	8, 807	17, 614
Virginia	8. 0	8. 0	185, 696	48, 313	234, 009
Washington	5. 0	32. 3	367, 443	48, 313	415, 756
West Virginia	3. 6	8. 0	49, 411	48, 313	97, 724
Wisconsin	1. 0	10. 0	75, 228	48, 313	123, 541

Table 8.—**Title X, Section 1009, National Defense Education Act of 1958 as amended: Fiscal year 1967**

State	Number of State agency employees [1]		Administrative expenditures, by source of funds		Total administrative expenditures (columns 4+5)
	Professional	Non-professional	State	Federal	
(1)	(2)	(3)	(4)	(5)	(6)
Wyoming	1.0	5.5	$50,000	$48,313	$98,313
Total, outlying areas	9.0	27.5	112,216	95,415	207,631
American Samoa	in	in	in	in	in
Canal Zone	in	in	in	in	in
Guam	1.0	5.0	25,750	22,463	48,213
Puerto Rico	5.0	17.5	53,223	48,313	101,536
Trust Territory of the Pacific Islands	in	in	in	in	in
Virgin Islands	3.0	5.0	33,243	24,639	57,882

in=inapplicable.

[1] State agency staff positions (full-time equivalent) whether headquarters or regional, and whether or not currently filled as of June 30, 1967. Staff positions for the direct operation of any school, college, university, or similar direct service are excluded.

Program Summary—**Title X, Section 1009, National Defense Education Act of 1958 as amended.**

Amount expended from Federal funds for State administration in fiscal year 1967	$2,100,447
Amount expended from State funds for State administration in fiscal year 1967	4,213,377
Grand total	6,313,824

Number of State agency employees engaged in program activities as of June 30, 1967:[1]	
Professional	266.7
Nonprofessional	403.9

[1] State agency staff positions (full-time equivalent) whether headquarters or regional, and whether or not currently filled as of June 30, 1967. Staff positions for the direct operation of any school, college, university, or similar direct service are excluded.

VI

Legislation.—Title I, Elementary and Secondary Education Act of 1965 as amended.

Purpose.—To provide financial assistance to State and local public educational agencies to expand and improve their educational programs to meet the special needs of educationally disadvantaged children in low-income areas; also handicapped, neglected, delinquent, and foster children, and children of migratory agricultural workers and American Indian children attending Bureau of Indian Affairs' schools.

Appropriation for fiscal year 1967.—$1,053,410,000.

Basis for allotments to States.—In fiscal year 1967 the authorized amount for local school districts was computed by multiplying the number of eligible children in local school districts by one-half the average per pupil expenditure in the State. The number of eligible children was based on the children, ages 5 through 17, who are (1) in families with an annual income less than $2,000; (2) in families receiving an income in excess of the low-income factor, from payments under the program of aid to families with dependent children; (3) living in institutions for neglected or delinquent children, or living in foster homes with public support. The resulting product was then ratably reduced to the appropriated amount to arrive at the actual allocation for the local educational agencies.

In addition, the authorized amount for handicapped, neglected or delinquent children for which the State agency is directly responsible for their education was determined by multiplying the number of eligible children by one-half the average per pupil expenditure in the State. The authorization for the migrant children of migratory agricultural workers was computed by multiplying the national average per pupil expenditure by the number of eligible children. The handicapped authorization was ratably reduced on the same basis as the local educational agencies while the neglected, delinquent, and migrant authorizations were reduced to a fixed amount which was set aside for allocation to the States.

Approximately 2½ percent of the amount appropriated for the 50 States and the District of Columbia was allotted to American Samoa, Guam, Puerto Rico, Virgin Islands, Trust Territory of the Pacific Islands, and the Bureau of Indian Affairs.

Provision for State administration.—In fiscal year 1967, each State was allowed 1 percent of the total amount allotted to the States for the various Title I programs or $75,000 ($25,000 in the case of the outlying areas), whichever was greater, for purposes of administration.

Table 9.—Number of employees and expenditures for State administration of Title I, Elementary and Secondary Education Act of 1965: Fiscal year 1967

State	Number of State agency employees [1]		Administrative expenditures, by source of funds		Total administrative expenditures (columns 4+5)
	Professional	Non-professional	State	Federal	
(1)	(2)	(3)	(4)	(5)	(6)
Total	638.8	494.5	in	$9, 798, 682	$9, 798, 682
Total, 50 States and District of Columbia	625.8	471.5	in	9, 544, 684	9, 544, 684
Alabama	10.0	12.0	in	289, 006	289, 006
Alaska	1.7	2.8	in	68, 306	68, 306
Arizona	3.0	5.0	in	86, 684	86, 684
Arkansas	11.0	14.0	in	200, 111	200, 111
California	[2] 26.0	[2] 29.0	in	[2] 744, 187	[2] 744, 187
Colorado	[2] 6.0	[2] 5.0	in	[2] 84, 356	[2] 84, 356
Connecticut	5.0	7.0	in	71, 908	71, 908
Delaware	2.0	4.0	in	74, 998	74, 988
District of Columbia	2.8	8.0	in	75, 000	75, 000
Florida	16.0	9.3	in	278, 897	278, 897
Georgia	17.0	14.0	in	310, 874	310, 874
Hawaii	20.0	4.5	in	71, 284	71, 284
Idaho	3.0	3.0	in	72, 911	72, 911
Illinois	52.0	34.0	in	463, 643	463, 643
Indiana	7.0	4.0	in	138, 555	138, 555
Iowa	8.0	7.0	in	146, 181	146, 181
Kansas	5.3	3.0	in	79, 569	79, 569
Kentucky	13.4	8.8	in	253, 244	253, 244
Louisiana	19.0	14.0	in	214, 072	214, 072
Maine	[2] 3.4	[2] 4.0	in	[2] 54, 765	[2] 54, 765
Maryland	5.0	10.0	in	141, 153	141, 153
Massachusetts	13.0	1.0	in	64, 595	64, 595
Michigan	14.5	12.0	in	310, 528	310, 528
Minnesota	[2] 12.0	[2] 14.0	in	[2] 202, 237	[2] 202, 237
Mississippi	9.3	8.9	in	192, 947	192, 947
Missouri	13.0	10.0	in	198, 733	198, 733
Montana	2.6	3.8	in	74, 981	74, 981
Nebraska	6.0	4.0	in	73, 251	73, 251
Nevada	1.0	1.0	in	25, 660	25, 660
New Hampshire	5.0	2.0	in	70, 507	70, 507
New Jersey	16.0	16.0	in	225, 851	225, 851
New Mexico	6.0	6.0	in	94, 345	94, 345
New York	50.5	35.0	in	1, 004, 079	1, 004, 079
North Carolina	19.0	17.0	in	298, 715	298, 715
North Dakota	3.0	3.0	in	52, 555	52, 555
Ohio	12.0	13.0	in	247, 004	247, 004
Oklahoma	11.0	6.0	in	168, 257	168, 257
Oregon	5.0	3.0	in	73, 862	73, 862
Pennsylvania	24.0	22.0	in	366, 765	366, 765
Rhode Island	2.0	2.0	in	44, 985	44, 985
South Carolina	51.0	24.0	in	212, 225	212, 225
South Dakota	[2] 8.0	[2] 2.0	in	[2] 68, 775	[2] 68, 775
Tennessee	25.0	9.0	in	292, 755	292, 755
Texas	[2] 40.0	[2] 25.0	in	570, 869	570, 869
Utah	3.0	3.0	in	68, 424	68, 424
Vermont	4.0	2.0	in	54, 514	54, 514
Virginia	8.0	5.0	in	129, 151	129, 151
Washington	7.0	2.0	in	106, 035	106, 035
West Virginia	8.0	8.0	in	133, 955	133, 955
Wisconisn	6.3	6.4	in	142, 059	142, 059

Table 9.—Number of employees and expenditures for State administration of Title I, Elementary and Secondary Education Act of 1965: Fiscal year 1967

State	Number of State agency employees [1]		Administrative expenditures, by source of funds		Total administrative expenditures (columns 4+5)
	Professional	Non-professional	State	Federal	
(1)	(2)	(3)	(4)	(5)	(6)
Wyoming	4.0	3.0	in	$56,361	$56,361
Total, outlying areas	13.0	23.0	in	253,998	253,998
American Samoa	in	in	in	in	in
Canal Zone	2.0	2.0	in	in	in
Guam	in	in	in	25,000	25,000
Puerto Rico	[2] 9.0	[2] 18.0	in	180,299	180,299
Trust Territory of the Pacific Islands	1.0	2.0	in	24,639	24,639
Virgin Islands	1.0	1.0	in	24,060	24,060

in=inapplicable.

[1] State agency staff positions (full-time equivalent) whether headquarters or regional, and whether or not currently filled as of June 30, 1967. Staff positions for the direct operation of any school, college, university, or similar direct service are excluded.

[2] Estimate.

Program Summary—Title I, Elementary and Secondary Education Act of 1965

Amount expended from Federal funds for State administration in fiscal year 1967	$9,798,682
Amount expended from State funds for State administration in fiscal year 1967	in
Grand total	9,798,682
Number of State agency employees engaged in program activities as of June 30, 1967:[1]	
Professional	638.8
Nonprofessional	494.5

in=inapplicable.

[1] State agency staff positions (full-time equivalent) whether headquarters or regional, and whether or not currently filled as of June 30, 1967. Staff positions for the direct operation of any school, college, university, or similar direct service are excluded.

VII

Legislation.—Title II, Elementary and Secondary Education Act of 1965 as amended.

Purpose.—Acquisition of school library resources, textbooks, and other printed and published instructional materials for the use of children and teachers in public and private elementary and secondary schools.

Appropriation for fiscal year 1967.—$102 million.

Basis for allotments to States.—Two and one-half percent of the appropriation is allotted to outlying areas and the Departments of Defense and Interior on the basis of a formula involving the number of children enrolled in public and private schools; 97½ percent of the appropriation is allotted to the States and the District of Columbia on the basis of a formula involving the number of children enrolled in public and private schools; there is no minimum.

Provision for State administration.—Any State which desires to receive grants under this title must submit to the U.S. Commissioner of Education a State plan which designates a State agency to act, either directly or through arrangements with other State or local public agencies, as the sole agency for administration of the State plan. In any State which has a State plan approved under this title and in which no State agency is authorized by law to provide library resources, textbooks, or other instructional materials for the use of children and teachers in any one or more elementary or secondary schools in such State, the U.S. Commissioner of Education arranges for the provision on an equitable basis of these resources, textbooks, and materials for such use and pays the cost out of that State's allotment. For the fiscal year 1967, the amount used for administration of the State plan could equal but not exceed 5 percent of the amount paid to the State, or $50,000 whichever was greater.

Table 10.—Number of employees and expenditures for State administration of Title II, Elementary and Secondary Education Act of 1965: Fiscal year 1967

State	Number of State agency employees [1]		Administrative expenditures, by source of funds		Total administrative expenditures (columns 4+5)
	Professional	Non-professional	State	Federal	
(1)	(2)	(3)	(4)	(5)	(6)
Total	142. 5	188. 5	in	$3, 915, 859	$3, 915, 859
Total, 50 States and District of Columbia	140. 5	162. 5	in	3, 826, 146	3, 826, 146
Alabama	2. 0	4. 0	in	45, 257	45, 257
Alaska	. 4	. 3	in	13, 872	13, 872
Arizona	1. 8	3. 4	in	49, 720	49, 720
Arkansas	3. 0	3. 0	in	38, 038	38, 038
California	5. 1	7. 3	in	216, 458	216, 458
Colorado	2. 0	2. 0	in	51, 985	51, 985
Connecticut	1. 0	1. 0	in	28, 625	28, 625
Delaware	0	1. 0	in	13, 538	13, 538
District of Columbia	1. 0	4. 0	in	20, 593	20, 593
Florida	5. 0	3. 0	in	131, 881	131, 881
Georgia	3. 0	3. 0	in	81, 048	81, 048
Hawaii	1. 0	1. 5	in	28, 274	28, 274
Idaho	2. 0	1. 0	in	27, 081	27, 081
Illinois	11. 0	10. 0	in	252, 746	252, 746
Indiana	4. 0	3. 0	in	70, 357	70, 357
Iowa	2. 0	3. 0	in	41, 515	41, 515
Kansas	3. 3	2. 0	in	54, 573	54, 573
Kentucky	na	na	in	na	na
Louisiana	2. 0	0	in	33, 544	33, 544
Maine	1. 3	2. 0	in	25, 950	25, 950
Maryland	2. 0	1. 0	in	76, 883	76, 883
Massachusetts	5. 0	2. 6	in	67, 612	67, 612
Michigan	6. 0	6. 0	in	238, 780	238, 780
Minnesota	3. 0	9. 2	in	82, 660	82, 660
Mississippi	1. 6	5. 5	in	58, 522	58, 522
Missouri	3. 3	5. 6	in	84, 765	84, 765
Montana	1. 3	1. 8	in	49, 976	49, 976
Nebraska	4. 0	3. 3	in	69, 210	69, 210
Nevada	1. 0	0	in	27, 387	27, 387
New Hampshire	1. 0	1. 0	in	14, 675	14, 675
New Jersey	6. 6	9. 4	in	149, 228	149, 228
New Mexico	na	na	in	na	na
New York	na	na	in	411, 542	411, 542
North Carolina	4. 0	7. 0	in	103, 119	103, 119
North Dakota	1. 5	1. 5	in	12, 468	12, 468
Ohio	5. 3	5. 3	in	214, 527	214, 527
Oklahoma	2. 9	1. 5	in	52, 231	52, 231
Oregon	2. 3	2. 0	in	40, 060	40, 060
Pennsylvania	6. 0	16. 0	in	221, 652	221, 652
Rhode Island	1. 3	1. 0	in	18, 592	18, 592
South Carolina	4. 0	2. 0	in	62, 669	62, 669
South Dakota	2. 0	3. 0	in	36, 353	36, 353
Tennessee	3. 0	1. 0	in	91, 744	91, 744
Texas	9. 2	8. 2	in	159, 696	159, 696
Utah	1. 3	1. 3	in	50, 000	50, 000
Vermont	1. 0	1. 0	in	9, 643	9, 643
Virginia	na	na	in	na	na
Washington	4. 5	1. 0	in	41, 587	41, 587
West Virginia	1. 0	3. 0	in	29, 525	29, 525
Wisconsin	3. 5	5. 8	in	82, 276	82, 276

Table 10.—Number of employees and expenditures for State administration of Title II, Elementary and Secondary Education Act of 1965: Fiscal year 1967

State	Number of State agency employees[1]		Administrative expenditures, by source of funds		Total administrative expenditures (columns 4+5)
	Professional	Non-professional	State	Federal	
(1)	(2)	(3)	(4)	(5)	(6)
Wyoming	2.0	2.0	in	$43,709	$43,709
Total, outlying areas	2.0	26.0	in	89,713	89,713
American Samoa	in	in	in	in	in
Bureau of Indian Affairs	1.0	1.0	in	1,582	1,582
Guam	na	na	in	53,131	53,131
Puerto Rico	1.0	25.0	in	35,000	35,000
Trust Territory of the Pacific Islands	0	0	in	0	0
Virgin Islands	na	na	in	na	na

in=inapplicable.
na=not available.

[1] State agency staff positions (full-time equivalent) whether headquarters or regional, and whether or not currently filled as of June 30, 1967. Staff positions for the direct operation of any school, college, university, or similar direct service are excluded.

Program Summary—Title II, Elementary and Secondary Education Act of 1965

Amount expended from Federal funds for State administration in fiscal year 1967	$3,915,859
Amount expended from State funds for State administration in fiscal year 1967	na
Grand total	3,915,859
Number of State agency employees engaged in program activities as of June 30, 1967:[1]	
Professional	142.5
Nonprofessional	188.5

na=not available.

[1] State agency staff positions (full-time equivalent) whether headquarters or regional, and whether or not currently filled as of June 30, 1967. Staff positions for the direct operation of any school, college, university, or similar direct service are excluded.

VIII

Legislation.—Title V, Section 503, Elementary and Secondary Education Act of 1965.

Purpose.—To stimulate and assist States in strengthening the leadership resources of their State education agencies and to assist these agencies in the establishment and improvement of programs to identify and meet the needs of States.

Appropriation for fiscal year 1967.—Title V—$22 million (Section 503, Basic Grants—$18,700,000; Section 505, Special Project Grants—$3,300,000).

Basis for allotments to States.—Fifteen percent of the total appropriation for title V is reserved for special project grants to States. Basic grants to States are made from the remaining 85 percent. Two percent of the amount available for basic grants is allotted to territories; $100,000 is provided for each State and the District of Columbia and the balance is distributed among the States and the District of Columbia on the basis of a formula which takes into account the number of public school pupils.

Provision for State administration.—The program provides for improvement of State administration by strengthening the leadership resources of State departments of education (State education agencies). All expenditures under the basic-grant portion of the program are classified herein as expenditures for State administration. Upon approval of an application made by a State through its State education agency to the U.S. Commissioner of Education, the State education agency is authorized to use Federal funds up to the amount of the basic grant to conduct the programs and parts of programs set forth in the application.

Table 11.—Title V, Section 503, Elementary and Secondary Education Act of 1965: Fiscal year 1967

State (1)	Number of State agency employees[1] Professional (2)	Number of State agency employees[1] Non-professional (3)	Administrative expenditures, by source of funds State (4)	Administrative expenditures, by source of funds Federal (5)	Total administrative expenditures (columns 4+5) (6)
Total	779. 0	634. 1	in	$16, 528, 379	$16, 528, 379
Total, 50 States and District of Columbia	759. 7	625. 6	in	16, 225, 765	16, 225, 765
Alabama	16. 5	14. 5	in	361, 014	361, 014
Alaska	2. 8	1. 8	in	91, 990	91, 990
Arizona	na	na	in	na	na
Arkansas	11. 0	6. 0	in	182, 470	182, 470
California	24. 5	31. 9	in	1, 327, 419	1, 327, 419
Colorado	12. 4	7. 6	in	248, 641	248, 641
Connecticut	8. 0	7. 0	in	221, 910	221, 910
Delaware	7. 0	6. 0	in	133, 611	133, 611
District of Columbia	6. 0	7. 5	in	133, 235	133, 235
Florida	23. 0	18. 0	in	482, 082	482, 082
Georgia	22. 0	15. 0	in	408, 011	408, 011
Hawaii	5. 0	6. 0	in	149, 642	149, 642
Idaho	7. 0	6. 0	in	149, 130	149, 130
Illinois	36. 0	31. 0	in	665, 370	665, 370
Indiana	14. 0	11. 0	in	341, 869	341, 869
Iowa	13. 1	7. 0	in	278, 263	278, 263
Kansas	20. 0	12. 0	in	228, 819	228, 819
Kentucky	24. 0	25. 0	in	304, 160	304, 160
Louisiana	20. 0	22. 0	in	344, 093	344, 093
Maine	10. 5	1. 3	in	89, 027	89, 027
Maryland	13. 5	7. 0	in	339, 331	339, 331
Massachusetts	9. 0	10. 0	in	292, 723	282, 723
Michigan	34. 6	37. 4	in	697, 626	697, 626
Minnesota	22. 0	18. 0	in	353, 642	353, 642
Mississippi	7. 3	7. 5	in	275, 318	275, 318
Missouri	16. 0	17. 0	in	389, 448	389, 448
Montana	3. 7	3. 3	in	151, 787	151, 787
Nebraska	12. 5	10. 0	in	196, 059	196, 059
Nevada	3. 0	6. 0	in	99, 428	99, 428
New Hampshire	4. 1	10. 5	in	129, 897	129, 897
New Jersey	19. 0	26. 0	in	494, 275	494, 275
New Mexico	8. 0	6. 0	in	179, 293	179, 293
New York	46. 0	21. 0	in	1, 007, 742	1, 007, 742
North Carolina	2. 9	10. 4	in	252, 355	252, 355
North Dakota	3. 5	4. 5	in	106, 754	106, 754
Ohio	48. 0	18. 0	in	796, 965	796, 965
Oklahoma	15. 7	10. 8	in	268, 803	268, 803
Oregon	10. 3	13. 0	in	228, 855	228, 855
Pennsylvania	41. 0	25. 0	in	757, 777	757, 777
Rhode Island	5. 0	4. 0	in	135, 128	135, 128
South Carolina	11. 1	12. 1	in	274, 120	274, 120
South Dakota	na	na	in	na	na
Tennessee	18. 0	11. 0	in	367, 728	367, 728
Texas	44. 0	31. 0	in	819, 065	819, 065
Utah	8. 5	8. 1	in	186, 190	186, 190
Vermont	8. 0	3. 0	in	117, 199	117, 199
Virginia	18. 0	12. 0	in	185, 622	185, 622
Washington	14. 5	13. 0	in	327, 026	327, 026
West Virginia	7. 5	10. 0	in	196, 912	196, 912
Wisconsin	16. 2	13. 4	in	336, 677	336, 677

Table 11.—**Title V, Section 503, Elementary and Secondary Education Act of 1965: Fiscal year 1967**

State	Number of State agency employees [1]		Administrative expenditures, by source of funds		Total administrative expenditures (columns 4+5)
	Professional	Non-professional	State	Federal	
(1)	(2)	(3)	(4)	(5)	(6)
Wyoming	6.0	10.0	in	$121,264	$121,264
Total, outlying areas	19.3	8.5	in	302,614	302,614
American Samoa	na	na	in	na	na
Canal Zone	in	in	in	in	in
Guam	2.3	3.5	in	50,080	50,080
Puerto Rico	14.0	2.0	in	206,062	206,062
Trust Territory of the Pacific Islands	in	in	in	in	in
Virgin Islands	3.0	3.0	in	46,472	46,472

in=inapplicable.
na=not available.
[1] State agency staff positions (full-time equivalent) whether headquarters or regional, and whether or not currently filled as of June 30, 1967. Staff positions for the direct operation of any school, college, university, or similar direct service are excluded.

Program Summary—**Title V, Section 503, Elementary and Secondary Education Act of 1965.**

Amount expended from Federal funds for State administration in fiscal year 1967	$16,528,379
Amount expended from State funds for State administration in fiscal year 1967	in
Grand total	16,528,379
Number of State agency employees engaged in program activities as of June 30, 1967:[1]	
Professional	779.0
Nonprofessional	634.1

in=inapplicable
[1] State agency staff positions (full-time equivalent) whether headquarters or regional, and whether or not currently filled as of June 30, 1967. Staff positions for the direct operation of any school, college, university, or similar direct service are excluded.

IX

Legislation.—Title I, Public Library Services of the Library Services and Construction Act as amended (P.L. 89–511).

Purpose.—To promote and develop, through the State library administrative agency, public library services to areas where such services are inadequate or nonexistent.

Appropriation for fiscal year 1967.—$35 million.

Basis for allotments to States.—From the annual appropriation a basic amount of $100,000 is allotted to each of the States, the District of Columbia, and Puerto Rico, and $25,000 each is allotted to American Samoa, Guam, the Trust Territory of the Pacific Islands, and the Virgin Islands. The remaining funds are allotted to each State and outlying area in the same ratio as its population is to the total population of the country, according to the most recent decennial census.

Provision for State administration.—Grants to States for public library services are made on the basis of State plans approved by the U.S. Commissioner of Education. The State plan must provide for the administration or supervision of the administration of the plan by the State library administrative agency, and such State administrative costs are an eligible expenditure under the Title I program.

Table 12.—**Number of employees and expenditures for State administration of Title I, Public Library Services of the Library Services and Construction Act as amended (P.L. 89–511): Fiscal year 1967**[1]

State (1)	Number of State agency employees[2] Professional (2)	Non-professional (3)	Administrative expenditures, by source of funds State (4)	Federal (5)	Total administrative expenditures (columns 4+5) (6)
Total	75. 3	86. 9	$1, 025, 009	$828, 487	$1, 853, 496
Total, States	69. 7	78. 8	965, 787	823, 487	1, 789, 274
Alaska	. 7	. 3	7, 000	5, 000	12, 000
California	. 5	1. 5	11, 000	9, 000	20, 000
Colorado	7. 5	7. 0	144, 113	156, 153	300, 266
Georgia	1. 0	1. 0	12, 500	7, 000	19, 500
Hawaii	1. 0	1. 0	15, 000	3, 000	18, 000
Maryland	1. 0	1. 0	22, 000	0	22, 000
Massachusetts	. 9	2. 0	14, 204	8, 071	22, 275
Michigan	13. 0	10. 0	125, 000	105, 000	230, 000
Minnesota	2. 0	4. 0	15, 000	15, 000	30, 000
New Jersey	2. 8	1. 5	27, 303	40, 335	67, 638
New York	28. 0	34. 0	350, 000	280, 000	630, 000
Pennsylvania	6. 3	6. 0	41, 016	130, 290	171, 306
Tennessee	3. 0	2. 0	43, 342	0	43, 342
Wisconsin	2. 0	7. 5	138, 309	64, 638	202, 947
Total, outlying areas	5. 6	8. 1	59, 222	5, 000	64, 222
American Samoa[3]	in	in	in	in	in
Puerto Rico	3. 8	8. 0	45, 222	0	45, 222
Trust Territory of the Pacific Islands	. 3	. 1	0	5, 000	5, 000
Virgin Islands	1. 5	0	14, 000	0	14, 000

in=inapplicable.

[1] Information provided only for the 18 States and outlying areas in which this program is administered by the State department of education.

[2] State agency staff positions are full-time equivalents.

[3] Eligible but did not participate in Library Services and Construction Act Title I in fiscal 1967.

Program Summary—**Title I, Public Library Services of the Library Services and Construction Act as amended (P.L. 89–511)**

Amount expended from Federal funds for State administration in fiscal year 1967	$828, 487
Amount expended from State funds for State administration in fiscal year 1967	1, 025, 009
Grand total	1, 853, 496
Number of State agency employees engaged in program administration as of June 30, 1967:[1]	
Professional	75. 3
Nonprofessional	86. 9

[1] State agency staff positions in full-time equivalents.

X

Legislation.—Federal Civil Defense Act of 1950 as amended.

Purpose.—To provide basic education in civil defense for adults, and technical training for persons selected to serve as civil defense radiological monitors at State and local levels, and to provide shelter management training.

Appropriation for fiscal year 1967.—$3,766,216

Basis for allotments to States.—On the basis of a joint estimate of probable cost, between the States and the U.S. Office of Education, contracts are negotiated with the States each year to reimburse them for expenditures incurred in administration and conduct of the program.

Provision for State administration.—The State agency with which the Office of Education contracts for the administration of the program is authorized to use Federal funds for State administrative purposes essential to carrying out the contract.

Table 13.—Number of employees and expenditures for State administration of the Federal Civil Defense Act of 1950 as amended: Fiscal year 1967

State	Number of State agency employees [1]		Administrative expenditures, by source of funds		Total administrative expenditures (columns 4+5)
	Professional	Non-professional	State	Federal	
(1)	(2)	(3)	(4)	(5)	(6)
Total	145.0	80.0	in	na	na
Total, 50 States and District of Columbia	141.0	78.0	in	na	na
Alabama	3.0	2.0	in	na	na
Alaska	2.0	1.0	in	na	na
Arizona	3.5	2.5	in	na	na
Arkansas	3.0	1.0	in	na	na
California	6.0	3.0	in	na	na
Colorado	1.3	1.0	in	na	na
Connecticut	1.0	1.0	in	na	na
Delaware	1.0	.5	in	na	na
District of Columbia	3.0	1.0	in	na	na
Florida	4.2	3.0	in	na	na
Georgia	3.0	1.5	in	na	na
Hawaii	1.0	1.0	in	na	na
Idaho	1.3	1.0	in	na	na
Illinois	4.2	2.0	in	na	na
Indiana	4.0	1.0	in	na	na
Iowa	3.0	1.5	in	na	na
Kansas	3.0	1.3	in	na	na
Kentucky	4.0	3.0	in	na	na
Louisiana	3.0	1.0	in	na	na
Maine	2.0	1.0	in	na	na
Maryland	2.0	1.0	in	na	na
Massachusetts	5.0	3.2	in	na	na
Michigan [2]	3.1	1.0	in	na	na
Minnesota	5.0	2.3	in	na	na
Mississippi	2.5	2.0	in	na	na
Missouri	3.0	1.5	in	na	na
Montana	2.1	1.0	in	na	na
Nebraska	2.9	1.5	in	na	na
Nevada	2.5	2.0	in	na	na
New Hampshire	2.0	1.0	in	na	na
New Jersey	3.0	3.0	in	na	na
New Mexico	2.5	2.0	in	na	na
New York	3.0	2.0	in	na	na
North Carolina	3.0	1.0	in	na	na
North Dakota	2.0	1.0	in	na	na
Ohio	na	na	in	na	na
Oklahoma	4.0	2.5	in	na	na
Oregon	2.5	1.0	in	na	na
Pennsylvania	8.0	5.0	in	na	na
Rhode Island	1.0	1.0	in	na	na
South Carolina	3.0	1.0	in	na	na
South Dakota	2.0	1.0	in	na	na
Tennessee	3.0	2.0	in	na	na
Texas	3.0	1.0	in	na	na
Utah	2.1	1.2	in	na	na
Vermont	1.5	.5	in	na	na
Virginia	2.3	1.5	in	na	na
Washington	1.5	1.0	in	na	na
West Virginia	2.0	1.5	in	na	na
Wisconsin [2]	3.0	1.0	in	na	na

Wyoming	2.0	1.0	in	na	na
Total, outlying areas	4.0	2.0	in	na	na
American Samoa	in	in	in	in	in
Canal Zone	in	in	in	in	in
Guam	in	in	in	in	in
Puerto Rico	4.0	2.0	in	na	na
Trust Territory of the Pacific Islands	in	in	in	in	in
Virgin Islands	in	in	in	in	in

in=inapplicable.

na=not available.

---

[1] State agency staff positions (full-time equivalent) whether headquarters or regional, and whether or not currently filled as of June 30, 1967. Staff positions for the direct operation of any school, college, university, or similar direct service are excluded.

[2] State department of education does not administer program.

Program Summary—**Federal Civil Defense Act of 1950 as amended**

Amount expended from Federal funds for State administration in fiscal year 1967	na
Amount expended from State funds for State administration in fiscal year 1967	in
Grand total	na

Number of State agency employees engaged in program activities as of June 30, 1967:[1]

Professional	145.0
Nonprofessional	80.0

na=not available.

in=inapplicable.

---

[1] State agency staff positions (full-time equivalent) whether headquarters or regional, and whether or not currently filled as of June 30, 1967. Staff positions for the direct operation of any school, college, university, or similar direct service are excluded.

XI

Legislation.—Public Law 85–926 as amended (Grants for Preparation of Professional Personnel in the Education of Handicapped Children).

Purpose.—To assist State education agencies and institutions of higher learning in the preparation of persons employed or about to be employed as teachers of handicapped children, supervisors of teachers, speech correctionists, and other specialists. Colleges and universities may receive Federal funds to cover the cost of training programs for those to be involved in the preparation of teachers of handicapped children and for those engaged or preparing to engage in relevant research. Funds may be used for summer traineeships, graduate fellowships, senior year traineeships, and institutes for advanced study.

Appropriation for fiscal year 1967.—$24,500,000 was appropriated under this act for the fiscal year ending June 30, 1967. Of the total amount appropriated $4,991,765 was made available to State education agencies to be used under their respective State plans.

Basis for allotments to States.—The allocation to each State is determined on the basis of its relative population, but in no case is less than $50,000 or more than $160,000.

Provision for State administration.—Grants to State education agencies are made within the framework of allotments of funds for use by States and on the basis of State plans. Each agency may use up to 20 percent of its award to administer the State plan.

Table 14.—Number of employees and expenditures for State administration of Public Law 85–926 as amended (Grants for Preparation of Professional Personnel in the Education of Handicapped Children): Fiscal year 1967.

State (1)	Number of State agency employees [1]		Administrative expenditures, by source of funds		Total administrative expenditures (columns 4+5) (6)
	Professional (2)	Non-professional (3)	State (4)	Federal [2] (5)	
Total	na	na	in	$669, 726	$669, 726
Total, 50 States and District of Columbia	na	na	in	636, 017	636, 017
Alabama	na	na	in	16, 775	16, 775
Alaska	na	na	in	4, 566	4, 566
Arizona	na	na	in	14, 278	14, 278
Arkansas	na	na	in	2, 250	2, 250
California	na	na	in	31, 850	31, 850
Colorado	na	na	in	15, 390	15, 390
Connecticut	na	na	in	15, 392	15, 392
Delaware	na	na	in	6, 971	6, 971
District of Columbia	na	na	in	212	212
Florida	na	na	in	18, 265	18, 265
Georgia	na	na	in	19, 384	19, 384
Hawaii	na	na	in	6, 275	6, 275
Idaho	na	na	in	10, 893	10, 893
Illinois	na	na	in	27, 600	27, 600
Indiana	na	na	in	19, 166	19, 166
Iowa	na	na	in	17, 791	17, 791
Kansas	na	na	in	12, 400	12, 400
Kentucky	na	na	in	15, 476	15, 476
Louisiana	na	na	in	20, 174	20, 174
Maine	na	an	in	1, 744	1, 744
Maryland	na	na	in	8, 908	8, 908
Massachusetts	na	na	in	17, 223	17, 223
Michigan	na	na	in	20, 980	20, 980
Minnesota	na	na	in	16, 527	16, 527
Mississippi	na	na	in	8, 500	8, 500
Missouri	na	na	in	17, 217	17, 217
Montana	na	na	in	4, 016	4, 016
Nebraska	na	na	in	10, 070	10, 070
Nevada	na	na	in	10, 590	10, 590
New Hampshire	na	na	in	696	696
New Jersey	na	na	in	23, 614	23, 614
New Mexico	na	na	in	11, 760	11, 760
New York	na	na	in	17, 780	17, 780
North Carolina	na	na	in	17, 918	17, 918
North Dakota	na	na	in	3, 634	3, 634
Ohio	na	na	in	29, 620	29, 620
Oklahoma	na	na	in	13, 558	13, 558
Oregon	na	na	in	1, 484	1, 484
Pennsylvania	na	na	in	5, 777	5, 777
Rhode Island	na	na	in	188	188
South Carolina	na	na	in	16, 573	16, 573
South Dakota	na	na	in	5, 589	5, 589
Tennessee	na	na	in	2, 581	2, 581
Texas	na	na	in	19, 225	19, 225
Utah	na	na	in	9, 113	9, 113
Vermont	na	na	in	8, 500	8, 500
Virginia	na	na	in	17, 618	17, 618
Washington	na	na	in	3, 850	3, 850
West Virginia	na	na	in	11, 357	11, 357
Wisconsin	na	na	in	21, 898	21, 898

Wyoming	na	na	in	$2, 801	$2, 801
Total, outlying areas	na	na	in	33, 709	33, 709
American Samoa	in	in	in	in	in
Canal Zone	in	in	in	in	in
Guam	na	na	in	6, 800	6, 800
Puerto Rico	na	na	in	16, 909	16, 909
Trust Territory of the Pacific Islands	in	in	in	in	in
Virgin Islands	na	na	in	10, 000	10, 000

na=not available.
in=inapplicable.

[1] State agency staff positions (full-time equivalent) whether headquarters or regional, and whether or not currently filled as of June 30,1967. Staff positions for the direct operation of any school, college, university, or similar direct service are excluded.

[2] Monies expended or obligated out of Federal funds for fiscal year 1967.

Program Summary—**Public Law 85-926 as amended (Grants for Preparation of Professional Personnel in the Education of Handicapped Children)**

Amount expended from Federal funds for State administration in fiscal year 1967	$669, 726
Amount expended from State funds for State administration in fiscal year 1967	in
Grand total	669, 726

Number of State agency employees engaged in program activities as of June 30, 1967:[1]	
Professional	na
Nonprofessional	na

na=not available.
in=inapplicable.

[1] State agency staff positions (full-time equivalent) whether headquarters or regional, and whether or not currently filled as of June 30, 1967. Staff positions for the direct operation of any school, college, university, or similar direct service are excluded.

XII

Legislation.—Title III, Adult Education Act of 1966.

Purpose.—To initiate, continue, and expand programs of instruction for individuals who have attained age 18 and whose inability to read and write the English language constitutes a substantial impairment of their ability to get or retain employment commensurate with their real ability.

Appropriation for fiscal year 1967.—$26,280,000.

Basis for allotments to States.—Each State's allotment is based on the estimated population, aged 18 and over, with less than six grades of school completed, and with a minimum of $50,000 to each of the 50 States and the District of Columbia. From the sum allocated for grants to States, 2 percent is reserved for outlying areas.

Provision for State administration.—To participate under this title, a State must submit a State plan to the U.S. Commissioner of Education through its State education agency. Federal funds expended under the State plan may be for administrative purposes.

Table 15.—Number of employees and expenditures for State administration of Title III, Adult Education Act of 1966: Fiscal year 1967

State	Number of State agency employees[1]		Administrative expenditures, by source of funds		Total administrative expenditures (columns 4+5)
	Professional	Non-professional	State	Federal	
(1)	(2)	(3)	(4)	(5)	(6)
Total	103. 5	110. 8	$333, 594	$1, 877, 031	$2, 210, 625
Total, 50 States and District of Columbia	93. 5	98. 8	264, 769	1, 769, 007	2, 033, 776
Alabama	2. 0	3. 0	5, 019	26, 326	31, 345
Alaska	. 5	0	5, 410	9, 496	14, 906
Arizona	na	na	24, 952	117, 806	142, 758
Arkansas	4. 0	2. 0	9, 027	25, 553	34, 580
California	na	na	0	86, 830	86, 830
Colorado	5. 0	5. 0	5, 568	19, 455	25, 023
Connecticut	2. 0	3. 0	24, 307	20, 383	44, 690
Delaware	2. 0	5. 0	1, 160	5, 215	6, 375
District of Columbia	2. 0	1. 0	4, 413	16, 558	20, 971
Florida	0	6. 0	7, 257	143, 927	151, 184
Georgia	4. 0	5. 0	20, 901	58, 497	79, 398
Hawaii	1. 0	1. 0	15, 513	11, 081	26, 594
Idaho	1. 0	0	1, 485	12, 300	13, 785
Illinois	na	na	na	na	na
Indiana	1. 0	4. 0	7, 517	67, 648	75, 165
Iowa	2. 5	0	9, 072	30, 642	39, 714
Kansas	2. 0	1. 0	na	na	na
Kentucky	4. 0	3. 0	6, 512	58, 610	65, 122
Louisiana	0	3. 0	0	107, 663	107, 663
Maine	1. 0	1. 0	1, 788	17, 885	19, 673
Maryland	1. 5	3. 0	na	na	na
Massachusetts	3. 0	3. 0	na	na	na
Michigan	4. 0	5. 0	na	na	na
Minnesota	2. 0	1. 0	0	20, 786	20, 786
Mississippi	2. 0	2. 0	3, 948	35, 535	39, 483
Missouri	1. 0	3. 0	3, 713	25, 480	29, 193
Montana	1. 0	1. 0	1, 045	9, 389	10, 434
Nebraska	1. 0	0	823	5, 235	6, 058
Nevada	1. 0	0	6, 234	7, 960	14, 194
New Hampshire	1. 0	1. 0	1, 750	15, 747	17, 497
New Jersey	0	3. 0	0	90, 432	90, 432
New Mexico	2. 0	1. 0	2, 876	25, 885	28, 761
New York	6. 0	0	0	108, 619	108, 619
North Carolina	3. 0	4. 0	26, 424	135, 486	161, 910
North Dakota [2]	2. 0	1. 0	na	na	na
Ohio	3. 0	2. 0	0	62, 193	62, 193
Oklahoma	2. 0	4. 0	4, 184	20, 937	25, 121
Oregon	1. 0	. 3	603	5, 435	6, 038
Pennsylvania	5. 0	2. 0	5, 063	45, 570	50, 633
Rhode Island	2. 0	1. 0	1, 876	17, 386	19, 262
South Carolina	0	5. 0	40, 649	119, 375	160, 024
South Dakota	2. 0	0	1, 481	12, 489	13, 970
Tennessee	4. 0	4. 0	na	na	na
Texas	na	na	6, 415	79, 895	86, 310
Utah	. 5	0	na	na	na
Vermont	1. 5	1. 5	1, 736	15, 374	17, 110
Virginia	3. 0	2. 0	3, 393	30, 535	33, 928
Washington	1. 0	3. 0	2, 655	23, 578	26, 233
West Virginia	2. 0	1. 0	na	na	na
Wisconsin [2]	1. 0	1. 0	na	na	na

Wyoming	1.0	1.0	0	19,811	$19,811
Total, outlying areas	10.0	12.0	$68,825	108,024	176,849
American Samoa	na	na	na	na	na
Canal Zone	in	in	in	in	in
Guam	4.0	0	4,511	5,742	10,253
Puerto Rico	4.0	11.0	64,314	102,282	166,596
Trust Territory of the Pacific Islands	na	na	na	na	na
Virgin Islands	2.0	1.0	na	na	na

na=Not available.

in=Inapplicable.

[1] State agency staff positions (full-time equivalent) whether headquarters or regional, and whether or not currently filled as of June 30, 1967. Staff positions for the direct operation of any school, college, university, or similar direct service are excluded.

[2] State department of education does not administer program.

Program Summary—Title III, Adult Education Act of 1966

Amount expended from Federal funds for State administration in fiscal year 1967	$1,877,031
Amount expended from State funds for State administration in fiscal year 1967	333,594
Grand total	2,210,625
Number of State agency employees engaged in program activities as of June 30, 1967:[1]	
Professional	103.5
Nonprofessional	110.8

[1] State agency staff positions (full-time equivalent) whether headquarters or regional, and whether or not currently filled as of June 30, 1967. Staff positions for the direct operation of any school, college, university, or similar direct service are excluded.

XIII

Legislation.—Manpower Development and Training Act of 1962 as amended.

Purpose.—To appraise manpower requirements and resources of the Nation and develop and apply information and methods needed to deal with problems of unemployment resulting from automation, technological change, and other types of persistent unemployment.

Allocation for fiscal year 1967.[1]—$112,955,943 for institutional training programs; $8 million for State supervision and administration.

Basis for allotments to States.—Within budget estimates approved by the State agency (the authorized State vocational education agency designated in the agreement) and the U.S. Commissioner of Education, the State agency is paid the applicable percentage of the allowable costs incurred in connection with training projects. Federal payments are computed on the basis of the per centum requirement in effect at the time a program is approved. Subject to the maximum Federal commitment under law, the Federal share of all allowable costs incurred in connection with training provided under each project was to be (1) prior to July 1, 1966, 100 percent of the allowable costs which are attributable to the training of unemployed referred persons and (2) thereafter, 90 percent of the allowable costs which are so attributable. The non-Federal share may be on a statewide basis and may be in cash or in kind, fairly evaluated, including but not limited to plant, equipment, and services whether derived from State sources or donated by public or private agencies, institutions or organizations, or any other source.

Provision for State administration.—Congress appropriates money to the Department of Labor, which transfers the funds to the Office of Education. The Office of Education pays the State agency if the project is under State jurisdiction, or a private training organization if the work is being done on contract. An overall budget estimate covering the cost of State administration and of supervision of the training program within the State under the agreement must be separately prepared and submitted to the Commissioner of Education for approval. Subject to the maximum Federal commitment under law, the Federal share of allowable costs incurred in connection with the State agency's administration and supervision of the program was to be (1) prior to July 1, 1966, 100 percent of the total allowable costs of such administration and supervision, and (2) thereafter 90 percent of such allowable costs. The non-Federal share for institutional training is applicable under this part.

---

[1] Amounts represent sums transferred from U.S. Department of Labor appropriations.

Table 16.—**Number of employees and expenditures for State administration of the Manpower Development and Training Act of 1962 as amended: Fiscal year 1967**

State	Number of State agency employees[1]		Administrative expenditures, by source of funds		Total administrative expenditures (columns 4+5)
	Professional	Non-professional	State	Federal	
(1)	(2)	(3)	(4)	(5)	(6)
Total	652.0	564.0	$461,392	$4,454,226	$4,915,618
Total, 50 States and District of Columbia	6[illegible]6.0	540.0	452,974	4,372,465	4,825,439
Alabama	9.0	14.0	9,664	89,555	99,219
Alaska	2.0	2.0	3,697	33,271	36,968
Arizona	na	na	na	na	na
Arkansas	9.0	18.0	4,782	72,333	77,115
California	41.0	28.0	50,585	435,911	486,496
Colorado[2]	14.0	10.0	4,515	96,678	101,193
Connecticut	na	na	na	na	na
Delaware	na	na	na	na	na
District of Columbia	na	na	na	na	na
Florida	14.0	16.0	15,203	135,735	150,938
Georgia	18.0	16.0	17,784	147,394	165,178
Hawaii	8.0	10.0	11,816	106,347	118,163
Idaho[2]	12.0	9.0	4,203	32,579	36,782
Illinois	14.0	14.0	34,616	303,871	338,487
Indiana	12.0	10.0	na	53,423	53,423
Iowa	10.0	10.0	11,211	73,552	84,763
Kansas[2]	11.0	16.0	22,091	110,629	132,720
Kentucky	14.0	14.0	8,431	75,881	84,312
Louisiana	14.0	15.0	31,678	111,129	142,807
Maine	6.0	8.0	4,995	47,358	52,353
Maryland	10.0	14.0	7,781	69,528	77,309
Massachusetts	144.0	96.0	9,426	108,317	117,743
Michigan	25.0	29.0	9,569	83,439	93,008
Minnesota	16.0	15.0	na	314,623	314,623
Mississippi	29.0	14.0	15,471	141,829	157,300
Missouri	8.0	7.0	9,965	51,530	61,495
Montana	na	na	na	na	na
Nebraska	4.0	6.0	8,671	47,645	56,316
Nevada	5.0	4.0	4,307	37,316	41,623
New Hampshire	4.0	4.0	3,733	33,594	37,327
New Jersey	na	na	na	na	na
New Mexico	7.0	10.0	8,570	77,126	85,696
New York	24.0	26.0	44,180	374,740	418,920
North Carolina	12.0	12.0	9,295	83,658	92,953
North Dakota	11.0	5.0	5,660	30,946	36,606
Ohio	18.0	16.0	8,319	122,378	130,697
Oklahoma[2]	10.0	6.0	na	72,754	72,754
Oregon	na	na	na	na	na
Pennsylvania	9.0	6.0	20,848	179,800	200,648
Rhode Island	7.0	4.0	6,000	68,534	74,534
South Carolina	na	na	na	na	na
South Dakota	4.0	2.0	na	29,247	29,247
Tennessee	33.0	18.0	22,577	203,196	225,773

Texas	na	na	na	na	na
Utah	5.0	7.0	$2,722	$22,098	$24,820
Vermont	16.0	2.0	1,863	16,450	18,313
Virginia	8.0	6.0	7,850	70,647	78,497
Washington	5.0	6.0	5,395	46,428	51,823
West Virginia	7.0	8.0	5,501	51,575	57,076
Wisconsin [2]	6.0	6.0	na	88,787	88,787
Wyoming	1.0	1.0	na	20,634	20,634
Total, outlying areas	16.0	24.0	8,418	81,761	90,179
American Samoa	in	in	in	in	in
Canal Zone	in	in	in	in	in
Guam	2.0	2.0	2,418	21,761	24,179
Puerto Rico	14.0	22.0	6,000	60,000	66,000
Trust Territory of the Pacific Islands	in	in	in	in	in
Virgin Islands	na	na	na	na	na

na=not available.

in=inapplicable.

[1] State agency staff positions (full-time equivalent) whether headquarters or regional, and whether or not currently filled as of June 30, 1967. Staff positions for the direct operation of any school, college, university, or similar direct service are excluded.

[2] State Department of education does not administer program.

Program Summary—**Manpower Development and Training Act of 1962 as amended**

Amount expended from Federal funds for State administration in fiscal year 1967	$4,454,226
Amount expended from State funds for State administration in fiscal year 1967	461,392
Grand total	4,915,618

Number of State agency employees engaged in program activities as of June 30, 1967: [1]

Professional	652.0
Nonprofessional	564.0

[1] State agency staff positions (full-time equivalent) whether headquarters or regional, and whether or not currently filled as of June 30, 1967. Staff positions for the direct operation of any school, college, university, or similar direct service are excluded.

Table 17.—Summary: State department of education (SDE) administration of Federal programs analyzed: Fiscal year 1967 [1]

Federal Program	Number of States in which SDE administers the program	Number of SDE employees engaged in program		Expenditures for SDE administration of program, by source of funds		Total expenditures for SDE administration of programs (columns 5+6)
		Professional	Nonprofessional	State	Federal	
(1)	(2)	(3)	(4)	(5)	(6)	(7)
Total	in	4, 114. 4	3, 752. 1	$25, 149, 467	$61, 581, 636	$92, 186, 097
Vocational rehabilitation	40	276. 8	488. 6	2, 112, 632	6, 354, 936	8, 467, 568
Vocational education	49	na	na	9, 436, 355	9, 709, 549	19, 145, 904
Title III, NDEA	55	824. 6	514. 8	7, 597, 917	5, 747, 323	13, 345, 240
Title V–A, NDEA	54	273. 3	238. 0	na	na	5, 454, 994
Title X, Section 1009, NDEA	54	266. 7	403. 9	4, 213, 377	2, 100, 447	6, 313, 824
Title I, ESEA	55	638. 8	494. 5	in	9, 798, 682	9, 798, 682
Title II, ESEA	55	141. 5	187. 5	in	3, 914, 277	3, 914, 277
Title V, Section 503, ESEA	55	779. 0	634. 1	in	16, 528, 379	16, 528, 379
Library services and construction	18	75. 3	86. 9	1, 025, 009	828, 487	1, 853, 496
Civil Defense (adult education)	50	138. 9	78. 0	in	na	na
Public Law 85–926 (Training personnel, education of the handicapped)	54	na	na	in	669, 726	669, 726
Title III, AEA	54	100. 5	108. 8	333, 594	1, 877, 031	2, 210, 625
Manpower development and training	49	599. 0	517. 0	430, 583	4, 052, 799	4, 483, 382

na=not available.
in=inapplicable.

[1] This table is limited to information on programs administered by State departments of education. Consequently, the totals for individual programs are not necessarily the same as the totals for the separate program tables. Some data were not available in most programs, so the totals for this table are incomplete.

Federal programs in relation to all operations of State departments reporting.—Federal funds for the programs analyzed in this section ranged from 13 percent to over 70 percent of the total administrative expenditures for State departments of education in the 30 States for which resource data for fiscal year 1967 have been supplied (see table 18). The average was 29 percent; that is, more than $1 in every $4 spent for State administration was for conducting the Federal programs. When the matching provisions of some of the programs are considered, it is evident that about $1 in every $3 spent by State departments of education was used for this purpose.

Total impact of Federal programs on State departments of education.—The criteria employed in identifying and briefly analyzing the Federal programs treated in this chapter do not reveal the entire impact of Federal legislation for education on State departments of education. The following programs and service areas, although the list is not complete, will give some indication of the kinds of other activities in which State departments of education are engaged as a direct consequence of Federal legislation:

civil rights
comprehensive city demonstration projects
crippled children's services
cooperative research and development projects
educational television
various higher education programs
Indian education
mental health programs and services
old age and survivors' insurance
disability determinations
school construction in Federally affected areas
school lunch program
school operation and maintenance in Federally affected areas
services for the blind
special milk program
State research coordination for vocational and technical education
surplus agricultural commodities program
surplus property program
veterans' education

Some of these programs and service areas draw heavily upon the resources of State departments of education; for example, more than 400 persons employed by these departments, professional and nonprofessional, were engaged in fiscal year 1966 in conducting programs for school lunch, special milk, and surplus agricultural commodities distribution. This study does not undertake to set forth quantitative data on the impact of these Federal programs, but it is now quite evident that there are few employees of State departments of education who are not in some way touched by one or more Federal programs. In many of the smaller States, there are almost as many Federal programs and service areas that could draw upon the resources of State departments of education as there are professional employees in these departments.

Table 18.—**State administration: Expenditures and personnel of State education agencies for 30 States: Fiscal year 1967**

State	Total expenditures for State education agency administration	Federal share		Number of employees [2]	
		Amount [1]	Percent	Professional	Nonprofessional
Total, 30 States	**$117, 222, 183**	**$34, 054, 743**	**29. 05**	**5, 097. 7**	**5, 852. 1**
Alabama	2, 904, 749	1, 679, 834	57. 83	118. 3	157. 3
Arkansas	2, 424, 581	1, 063, 444	43. 86	90. 0	151. 0
California	18, 824, 446	4, 864, 841	25. 84	570. 0	803. 3
Connecticut	3, 083, 016	632, 694	20. 52	129. 2	188. 5
Delaware	2, 484, 918	421, 382	16. 96	163. 0	57. 0
Florida	6, 523, 006	2, 787, 845	42. 74	293. 5	277. 0
Georgia	8, 797, 812	2, 192, 644	24. 92	369. 0	481. 7
Idaho	786, 651	336, 076	42. 72	43. 0	40. 5
Illinois	5, 861, 991	2, 348, 321	40. 06	237. 0	376. 0
Kansas	1, 548, 540	508, 494	32. 84	95. 0	63. 5
Kentucky	5, 658, 789	964, 011	17. 04	336. 4	362. 5
Maryland	3, 391, 726	1, 034, 340	30. 50	137. 0	154. 0
Massachusetts	5, 378, 022	968, 805	18. 01	220. 9	262. 0
Missouri	2, 781, 238	1, 218, 417	43. 81	134. 4	151. 4
Montana	1, 370, 263	388, 462	28. 35	54. 3	64. 2
Nevada	985, 565	341, 055	34. 61	39. 0	49. 0
New Hampshire	933, 624	325, 529	34. 87	67. 5	56. 5
New Jersey	8, 748, 196	1, 157, 960	13. 24	366. 0	412. 3
New Mexico	1, 748, 899	649, 396	37. 13	74. 0	96. 0
North Carolina	5, 673, 387	1, 627, 456	28. 69	294. 0	345. 0
North Dakota	471, 695	344, 359	73. 00	25. 0	35. 0
Ohio	6, 013, 402	2, 493, 014	41. 46	273. 0	269. 0
Oklahoma	1, 805, 322	807, 468	44. 73	103. 0	92. 9
Oregon	3, 793, 305	629, 097	16. 58	194. 6	175. 4
Rhode Island	1, 677, 240	390, 692	23. 29	105. 5	98. 0
Virginia	3, 588, 196	572, 658	15. 96	202. 7	178. 1
Washington	2, 841, 615	1, 402, 846	49. 37	78. 0	136. 0
West Virginia	1, 545, 427	544, 828	35. 25	88. 0	80. 7
Wisconsin	4, 351, 692	806, 944	18. 54	123. 4	170. 3
Wyoming	1, 224, 870	551, 831	45. 05	73. 0	68. 0

---

[1] Some program data were not available for most States, so the totals in this column are incomplete.

[2] State agency staff positions (full-time equivalent) whether headquarters or regional, and whether or not currently filled as of June 30, 1967. Staff positions for the direct operation of any school, college, university, or similar direct service are excluded.

APPENDIXES

Appendix A

Apportionments, grants, expenditures under section 503, Title V, ESEA: Fiscal years 1966, 1967, and 1968

	Fiscal year 1966			Fiscal year 1967			Fiscal year 1968
	Apportionment [1]	Grant [2]	Expenditure [3]	Apportionment	Grant	Expenditure	Apportionment
Total	$14, 450, 000	$14, 257, 339	$11, 250, 289	$18, 700, 000	$18, 588, 440	$16, 528, 379	$25, 287, 500
Alabama	279, 560	279, 560	227, 734	361, 015	361, 015	361, 014	497, 350
Alaska	112, 295	112, 295	62, 688	118, 744	118, 295	91, 990	171, 871
Arizona	180, 006	180, 006	175, 020	217, 266	217, 266	na	300, 954
Arkansas	198, 097	198, 097	123, 043	241, 611	241, 611	182, 470	328, 124
California	1, 005, 831	1, 005, 831	885, 810	1, 437, 553	1, 437, 553	1, 327, 419	1, 895, 749
Colorado	204, 123	204, 123	181, 355	252, 769	252, 769	248, 642	347, 190
Connecticut	222, 533	222, 533	174, 235	280, 390	279, 991	221, 910	386, 662
Delaware	122, 897	122, 897	122, 674	134, 006	134, 006	133, 611	192, 381
District of Columbia	130, 934	130, 934	130, 934	145, 197	145, 197	133, 235	206, 022
Florida	359, 113	359, 113	325, 280	483, 058	483, 058	482, 082	652, 801
Georgia	327, 963	327, 963	286, 667	431, 120	431, 120	408, 011	577, 997
Hawaii	134, 487	134, 487	133, 295	150, 904	150, 904	149, 642	213, 704
Idaho	137, 740	137, 740	113, 949	154, 511	154, 511	149, 130	217, 211
Illinois	547, 040	547, 040	285, 830	755, 185	755, 185	665, 370	1, 013, 556
Indiana	340, 696	340, 696	172, 831	452, 975	440, 282	341, 869	610, 586
Iowa	235, 737	235, 737	224, 931	296, 258	296, 258	278, 263	402, 486
Kansas	210, 803	143, 787	123, 632	259, 100	259, 100	228, 819	354, 128
Kentucky	245, 145	245, 145	227, 571	308, 713	308, 713	304, 160	417, 806
Louisiana	272, 012	272, 012	238, 378	351, 879	351, 879	344, 093	476, 462
Maine	147, 726	147, 726	36, 260	169, 830	163, 900	89, 027	236, 260
Maryland	260, 971	260, 971	230, 539	339, 343	339, 343	339, 331	464, 535
Massachusetts	317, 262	317, 262	146, 771	420, 266	402, 364	292, 723	581, 783
Michigan	519, 753	519, 753	500, 261	719, 819	719, 819	697, 626	955, 682
Minnesota	272, 402	272, 402	249, 421	353, 642	353, 642	353, 642	482, 274
Mississippi	226, 641	226, 641	184, 338	283, 476	283, 476	275, 318	380, 091
Missouri	307, 470	207, 470	117, 761	402, 645	402, 645	389, 448	533, 910
Montana	136, 086	136, 086	135, 324	152, 336	152, 336	151, 787	214, 585
Nebraska	169, 432	169, 432	148, 544	200, 033	200, 033	196, 059	275, 106
Nevada	121, 835	121, 835	52, 136	133, 251	133, 251	99, 428	190, 404
New Hampshire	127, 428	127, 428	66, 698	140, 440	140, 440	129, 897	200, 831
New Jersey	374, 621	374, 621	298, 090	503, 589	503, 589	494, 275	679, 227
New Mexico	156, 933	156, 933	102, 404	184, 013	184, 013	179, 293	255, 743
New York	784, 668	784, 668	671, 728	1, 101, 390	1, 101, 390	1, 007, 742	1, 450, 692
North Carolina	357, 833	357, 833	205, 955	470, 811	428, 634	252, 355	622, 127
North Dakota	132, 298	132, 298	53, 671	146, 721	146, 721	106, 754	206, 396
Ohio	587, 904	587, 904	569, 326	812, 434	812, 434	796, 965	1, 078, 054
Oklahoma	231, 267	231, 267	228, 047	283, 311	283, 311	268, 803	387, 284
Oregon	196, 453	196, 453	175, 061	240, 762	240, 762	228, 855	337, 476
Pennsylvania	584, 002	584, 002	292, 068	787, 239	787, 239	757, 777	1, 034, 524
Rhode Island	132, 970	132, 970	45, 737	148, 487	148, 487	135, 128	211, 259
South Carolina	238, 401	238, 401	189, 898	300, 222	300, 222	274, 120	404, 942
South Dakota	135, 890	135, 890	98, 344	151, 982	151, 982	na	214, 536
Tennessee	289, 119	289, 119	268, 765	373, 661	373, 661	367, 728	497, 987
Texas	639, 131	639, 131	614, 077	890, 024	890, 024	819, 065	1, 175, 595
Utah	161, 834	161, 834	159, 493	189, 883	189, 883	186, 190	264, 277
Vermont	117, 932	117, 932	87, 487	126, 442	126, 442	117, 199	182, 331
Virginia	311, 987	286, 342	118, 257	409, 477	377, 484	185, 622	549, 649
Washington	257, 209	257, 209	257, 209	327, 026	327, 026	327, 026	449, 344
West Virginia	195, 376	195, 376	187, 300	234, 491	234, 491	196, 912	316, 091
Wisconsin	281, 896	281, 896	161, 686	369, 614	369, 614	336, 677	504, 462
Wyoming	119, 258	119, 258	116, 424	127, 086	127, 086	121, 264	181, 253
American Samoa	41, 339	41, 339	40, 489	51, 837	51, 820	na	72, 141
Guam	43, 220	43, 220	28, 201	54, 471	54, 471	50, 080	74, 945
Puerto Rico	162, 621	162, 621	159, 481	215, 192	215, 192	206, 062	248, 279
Trust Territory of the Pacific Islands	in	in	in	in	in	in	37, 522
Virgin Islands	41, 820	41, 820	37, 181	52, 500	52, 500	46, 472	72, 863

---

[1] Apportionment: Amount each State entitled to receive.

[2] Grant: Amount applied for and approved.

[3] Expenditure: Amount actually spent.

Appendix B

Total expenditures[1] of 55 State education agencies under ESEA, Title V,

State	Program function category: Total	General administration I	Statistics and data processing II	Developing SEA and LEA competencies III
Total, United States and outlying areas	$11, 250, 289	$2, 724, 828	$2, 354, 171	$448, 442
Total, States and District of Columbia	10, 984, 937	2, 565, 284	2, 329, 690	398, 594
Alabama	227, 734	71, 515	4, 461	
Alaska	62, 688			
Arizona	175, 020	61, 400	35, 906	2, 127
Arkansas	123, 043	4, 489	14, 473	
California	885, 810	64, 225	70, 835	1, 074
Colorado	181, 355	31, 411	15, 103	30, 495
Connecticut	174, 235	64, 793	20, 942	
Delaware	122, 674	68, 524	8, 306	
District of Columbia	130, 934	66, 335		
Florida	325, 280	68, 751	77, 065	7, 558
Georgia	286, 667	125, 342	47, 721	13, 288
Hawaii	133, 295	61, 856	18, 301	38, 680
Idaho	113, 949		24, 883	400
Illinois	285, 830	94, 518	48, 885	12, 585
Indiana	172, 831	9, 669	9, 423	2, 644
Iowa	224, 931	52, 690	69, 075	8, 992
Kansas	123, 632	63, 617	1, 702	
Kentucky	227, 571	49, 816	93, 246	
Louisiana	238, 378	60, 873		
Maine	36, 260	1, 718	16, 400	9, 207
Maryland	230, 539	36, 853	64, 281	30, 123
Massachusetts	146, 771	69, 392	8, 483	
Michigan	500, 261	203, 299	61, 254	53, 561
Minnesota	249, 421	18, 358	77, 315	
Mississippi	184, 338	87, 037	19, 158	555
Missouri	117, 761	35, 593	1, 630	
Montana	135, 324	49, 518	43, 348	8, 259
Nebraska	148, 544	17, 517		2, 574
Nevada	52, 136	21, 339		2, 865
New Hampshire	66, 698	31, 590	5, 912	15, 133
New Jersey	298, 090	63, 327	91, 246	
New Mexico	102, 404	44, 017	10, 223	2, 946
New York	671, 728	45, 731	132, 588	21, 984
North Carolina	205, 955	59, 319	67, 510	2, 923
North Dakota	53, 671	2, 934		
Ohio	569, 326	9, 567	234, 160	7, 070
Oklahoma	228, 047	15, 927	83, 585	
Oregon	175, 061	24, 967	35, 531	37, 150
Pennsylvania	292, 068	76, 580	109, 517	5, 027
Rhode Island	45, 737	16, 847	17, 100	2, 641
South Carolina	189, 898	40, 421		
South Dakota	98, 344	51, 027	9, 370	
Tennessee	268, 765	63, 076	192, 197	
Texas	614, 077	41, 508	373, 032	11, 490
Utah	159, 493	48, 966		12, 174
Vermont	87, 487		1, 925	
Virginia	118, 257	87, 614		
Washington	257, 209	170, 532	12, 094	
West Virginia	187, 300	42, 346	46, 570	
Wisconsin	161, 686	48, 168	17, 638	55, 069
Wyoming	116, 424	20, 372	37, 296	
Total, outlying areas	265, 352	159, 544	24, 481	49, 848
American Samoa	40, 489			40, 489
Guam	28, 201			9, 359
Puerto Rico	159, 481	135, 000	24, 481	
Virgin Islands	37, 181	24, 544		

---

[1] Excludes vocational rehabilitation.

Section 503, by program function category and by State: Fiscal year 1966

Program function category—Continued						
Supporting services for LEA IV	Program planning, research, etc. V	Instruction improvement for LEA VI	Pupil personnel services VII	Administrative improvement for LEA VIII	Teacher education, accrediting, licensing, etc. IX	General SEA functions X
$318, 098	$2, 114, 915	$1, 885, 552	$52, 320	$478, 690	$613, 056	$260, 217
318, 098	2, 112, 100	1, 859, 881	52, 320	475, 697	613, 056	260, 217
		146, 784		4, 974		
	43, 011	4, 200		15, 477		
	2, 480	32, 533	6, 751		14, 939	18, 884
	736	103, 345				
	535, 029	40, 690		25, 924	148, 033	
	22, 171	52, 561		8, 760		20, 854
	52, 165	21, 388		12, 204	2, 743	
10, 618		31, 695			3, 531	
	58, 554	6, 045				
24, 941	45, 583	35, 878		38, 905	26, 599	
	24, 174	34, 588		39, 199	2, 355	
	14, 458					
	5, 615	56, 239		26, 812		
31, 254	12, 614	56, 938		13, 988	125	14, 923
	60, 050	53, 822		14, 155	20, 715	2, 353
	46, 835	11, 773	3, 902	4, 892	16, 161	10, 611
	5, 037	11, 740			41, 536	
	14, 878	3, 658	6, 188	48, 451	11, 334	
7, 354	19, 888	119, 664		14, 338	16, 261	
	4, 990	310			3, 635	
	76, 164	18, 264			4, 854	
	40, 038	28, 858				
	51, 135	86, 045		8, 374	36, 593	
	140, 595	6, 029			7, 124	
		61, 792		13, 582	2, 214	
14, 227	20, 000	46, 311				
	8, 581	12, 255		13, 363		
	6, 236	73, 525		21, 423	12, 731	14, 538
	9, 200	13, 925	3, 531	1, 276		
	1, 190	8, 873		4, 000		
36, 938	14, 844	64, 861		11, 549	15, 325	
4, 507		27, 759		4, 541	8, 411	
106, 064	129, 176	78, 411		49, 698	19, 848	88, 228
54, 201	3, 016	17, 853			1, 133	
	35, 000	15, 737				
6, 763	95, 213	106, 660	1, 844	49, 975	38, 668	19, 406
	56, 300	41, 467	6, 775	16, 840	7, 153	
	37, 028	27, 139			13, 246	
	48, 302	33, 570			19, 072	
	824	8, 325				
5, 051	100, 755	11, 761			31, 910	
7, 676	13, 198	6, 740	9, 175	1, 158		
		13, 492				
	61, 409	28, 895			47, 298	50, 445
8, 504	41, 037	37, 110			11, 702	
	73, 615	8, 040		3, 907		
	600	29, 228			815	
	22, 580	27, 917		7, 723	16, 363	
	26, 869	42, 560			8, 980	19, 975
	30, 927	3, 805	4, 221	209	1, 649	
		48, 823	9, 933			
	2, 815	25, 671		2, 993		
		18, 842				
	2, 815	6, 829		2, 993		

Appendix C

Total expenditures of 52 State education agencies under ESEA, Title V,

State	Program function category			
	Total	General administration I	Statistics and data processing II	Developing SEA and LEA competencies III
Total, United States and outlying areas	$16, 528, 379	$3, 202, 565	$3, 149, 320	$530, 031
Alabama	361, 014	4, 000	30, 160	
Alaska	91, 990	17, 497		
Arizona [1]				
Arkansas	182, 470	16, 962	36, 133	
California	1, 327, 419	34, 065	150, 821	30, 084
Colorado	248, 641	69, 528	3, 989	22, 006
Connecticut	221, 910	48, 258	32, 301	
Delaware	133, 611	49, 357	20, 215	
District of Columbia	133, 235	124, 099		
Florida	482, 082	99, 935	162, 320	5, 000
Georgia	408, 011	140, 644	41, 809	19, 962
Hawaii	149, 642	28, 125	34, 318	53, 285
Idaho	149, 130	1, 420	39, 460	7, 437
Illinois	665, 370	195, 692	84, 972	32, 794
Indiana	341, 869	48, 509	27, 050	
Iowa	278, 263	32, 794	64, 668	
Kansas	228, 819	72, 884	8, 413	
Kentucky	304, 160	126, 103	48, 903	
Louisiana	344, 093	24, 573		
Maine	89, 027	36, 659		35, 905
Maryland	339, 331	12, 972	58, 437	43, 979
Massachusetts	292, 723	32, 532	81, 740	
Michigan	697, 626	350, 090	143, 325	15, 911
Minnesota	353, 642	83, 786	22, 594	8, 419
Mississippi	275, 318	37, 274	82, 330	3, 146
Missouri	389, 448	76, 676	174, 267	
Montana	151, 787	10, 873	111, 156	5, 587
Nebraska	196, 059	30, 192	35, 000	2, 653
Nevada	99, 428	37, 086		6, 200
New Hampshire	129, 897	52, 592	7, 577	7, 476
New Jersey	494, 275	49, 895	186, 010	
New Mexico	179, 293	89, 779	30, 706	
New York	1, 007, 742	33, 884	219, 424	42, 558
North Carolina	252, 355	128, 793	10, 279	14, 195
North Dakota	106, 754		21, 371	
Ohio	796, 965	39, 537	144, 172	8, 231
Oklahoma	268, 803	28, 570	91, 283	
Oregon	228, 855	48, 637	36, 063	21, 913
Pennsylvania	757, 777	134, 452	370, 872	51, 888
Rhode Island	135, 128	94, 326		5, 056
South Carolina	274, 120	728	7, 192	
South Dakota [1]				
Tennessee	367, 728	46, 246	160, 380	
Texas	819, 065	114, 475	142, 265	27, 279
Utah	186, 190	52, 906		18, 642
Vermont	117, 199		13, 768	
Virginia	185, 622	24, 406	21, 937	7, 441
Washington	327, 026	71, 481	24, 443	
West Virginia	196, 912	15, 763	44, 163	
Wisconsin	336, 677	85, 478	50, 765	22, 510
Wyoming	121, 264	24, 906	55, 673	10, 474
American Samoa [1]				
Guam	50, 080	8, 477		
Puerto Rico	206, 062	189, 466	16, 596	
Virgin Islands	46, 472	25, 183		

---

[1] No report received.

Section 503, by major program function and by State: Fiscal year 1967

Program function category—Continued						
Supporting services for LEA IV	Program planning, research, etc. V	Instruction improvement for LEA VI	Pupil personnel services VII	Administrative improvement for LEA VIII	Teacher education, accrediting, licensing, etc. IX	General SEA functions X
$392, 827	$3, 114, 403	$3, 377, 312	$138, 485	$1, 141, 737	$1, 035, 214	$446, 485
...	111, 919	170, 410	...	44, 525	...	...
...	...	29, 108	...	43, 000	2, 385	...
...	...	...	...	...	...	...
...	...	116, 844	...	12, 531	...	...
25, 408	975, 878	5, 481	...	77, 657	28, 025	...
...	35, 690	83, 321	...	34, 107	...	...
...	86, 765	37, 719	...	...	16, 867	...
15, 189	...	34, 263	...	...	14, 587	...
...	5, 160	3, 976	...	...	...	...
33, 352	18, 322	42, 626	...	70, 039	50, 488	...
...	46, 011	25, 295	22, 332	82, 461	29, 497	...
...	33, 914	...	...	...	...	...
...	32, 744	28, 390	...	20, 500	19, 179	...
46, 660	36, 295	149, 662	...	24, 217	12, 939	82, 139
...	13, 444	150, 066	...	17, 244	85, 556	...
...	50, 288	51, 583	5, 832	14, 950	28, 795	29, 353
...	...	32, 406	...	8, 647	106, 469	...
...	7, 754	42, 569	30, 199	48, 286	346	...
...	45, 218	151, 479	...	37, 652	85, 171	...
...	3, 535	4, 556	...	...	7, 472	900
...	35, 383	145, 115	6, 716	14, 830	21, 899	...
15, 549	57, 467	105, 435	...	...	...	...
...	...	89, 985	...	49, 803	48, 512	...
...	188, 340	5, 346	...	...	45, 157	...
...	47, 625	70, 144	...	34, 799	...	...
...	10, 000	106, 099	...	22, 406	...	...
...	12, 157	2, 761	...	9, 253	...	...
...	15, 876	49, 215	...	35, 590	26, 299	1, 234
...	18, 545	37, 597	...	...	...	...
...	15, 551	30, 797	...	15, 904	...	...
59, 567	164, 588	...	...	9, 767	24, 448	...
119	3, 000	40, 694	...	3, 162	11, 833	...
117, 164	131, 912	98, 974	...	103, 000	45, 141	215, 685
...	...	73, 355	1, 047	...	24, 686	...
...	39, 895	45, 488	...	...	...	...
22, 947	78, 017	241, 024	15, 412	112, 733	80, 920	53, 972
...	52, 677	41, 951	12, 100	28, 702	13, 520	...
...	29, 782	67, 001	...	...	25, 459	...
...	107, 586	72, 413	...	...	20, 566	...
...	...	35, 746	...	...	...	...
40, 344	117, 878	65, 617	...	...	42, 361	...
...	...	...	...	...	...	...
...	14, 294	41, 969	8, 662	96, 177	...	...
...	138, 257	363, 074	...	...	33, 715	...
16, 528	20, 097	65, 291	...	...	12, 726	...
...	76, 149	6, 839	...	20, 443	...	...
...	19, 028	63, 146	560	10, 321	810	37, 973
...	68, 064	106, 956	...	32, 735	23, 347	...
...	75, 922	16, 329	...	...	19, 506	25, 229
...	73, 376	62, 491	16, 751	...	25, 306	...
...	...	10, 110	18, 874	...	1, 227	...
...	...	...	...	...	...	...
...	...	41, 603	...	...	...	...
...	...	...	...	...	...	...
...	...	14, 993	...	6, 296	...	...

Appendix D

Total expenditures of State education agencies, by

State	Program function category			
	Total	General administration I	Statistics and data processing II	Developing SEA and LEA competencies III
Total, United States and outlying areas	$179, 656, 740	$20, 780, 121	$8, 112, 505	$1, 709, 788
Alabama	2, 116, 957	357, 624	140, 930	....
Arizona	1, 900, 000	203, 300	76, 000	17, 100
Arkansas	1, 621, 740	100, 868	44, 576	....
California	16, 351, 572	1, 208, 304	603, 853	96, 553
Colorado	1, 860, 654	258, 502	60, 639	1, 672
Connecticut	2, 576, 278	645, 726	92, 115	....
Delaware	2, 057, 848	316, 076	15, 592	....
District of Columbia	3, 441, 385	1, 002, 673	65, 355	....
Florida	4, 833, 799	703, 495	469, 226	273, 979
Georgia	8, 135, 069	777, 518	382, 155	50, 534
Idaho	640, 829	83, 072	64, 907	1, 129
Illinois	4, 638, 770	608, 649	216, 370	497, 080
Indiana	1, 594, 715	9, 669	68, 687	2, 644
Iowa	2, 196, 517	150, 447	219, 672	21, 792
Kansas	1, 140, 808	236, 692	80, 751	2, 960
Kentucky	5, 078, 025	280, 457	240, 370	14, 398
Maryland	2, 489, 929	337, 894	231, 392	13, 967
Massachusetts	6, 066, 775	740, 641	150, 975	....
Michigan	4, 939, 028	800, 891	252, 061	51, 087
Minnesota	6, 117, 015	284, 042	139, 469	96, 013
Mississippi	2, 722, 167	131, 020	91, 274	4, 790
Missouri	2, 134, 798	152, 021	21, 915	....
Montana	1, 213, 837	209, 896	142, 558	7, 964
New Jersey	7, 725, 288	551, 798	231, 658	63, 796
New Mexico	1, 652, 687	239, 543	131, 309	....
New York	22, 651, 351	1, 368, 701	577, 535	66, 387
North Carolina	5, 556, 991	800, 498	123, 876	42, 285
North Dakota	354, 810	108, 325	22, 424	....
Ohio	4, 562, 490	257, 236	332, 104	2, 541
Oklahoma	1, 692, 059	145, 831	157, 757	....
Oregon	3, 305, 423	330, 352	136, 050	3, 496
Pennsylvania	6, 800, 000	727, 600	272, 000	61, 200
Rhode Island	1, 290, 835	187, 341	40, 936	2, 641
South Carolina	1, 784, 295	289, 443	91, 263	2, 560
South Dakota	842, 865	120, 396	44, 923	843
Tennessee	4, 678, 158	302, 265	64, 635	....
Texas	5, 396, 111	553, 628	1, 119, 820	11, 490
Utah	1, 358, 573	210, 544	61, 609	67, 745
Vermont	631, 751	117, 294	24, 273	10, 045
Virginia	1, 628, 913	320, 234	86, 010	....
Washington	3, 202, 537	1, 179, 577	388, 076	....
West Virginia	1, 635, 251	213, 488	32, 126	....
Wisconsin	3, 109, 237	341, 678	106, 528	55, 068
Wyoming	1, 152, 516	204, 928	49, 611	....
Guam	635, 613	264, 517	40, 597	4, 359
Puerto Rico	11, 134, 435	2, 056, 051	106, 543	156, 670
Virgin Islands	746, 036	289, 376	....	....

---

[1] Compiled from reports of 47 States and other jurisdictions; figures in all columns for Arizona and Pennsylvania are estimated.

program function category and by State: Fiscal year 1966

Program function category—Continued						
Supporting services for LEA IV	Program planning, research, etc. V	Instruction improvement for LEA VI	Pupil personnel services VII	Administrative improvement for LEA VIII	Teacher education, accrediting, licensing, etc. IX	General SEA functions X
$14, 908, 440	$8, 108, 385	$52, 125, 451	$6, 087, 417	$9, 795, 525	$8, 262, 780	$49, 766, 328
34, 371	9, 054	1, 272, 738	88, 994	80, 409	....	182, 837
176, 700	79, 800	552, 900	58, 900	106, 400	98, 800	530, 100
487, 825	13, 487	788, 809	37, 574	98, 879	32, 791	16, 931
3, 696, 307	760, 455	4, 933, 067	222, 342	905, 823	1, 528, 037	2, 396, 831
118, 437	219, 860	448, 299	115, 900	206, 128	79, 884	351, 333
87, 968	159, 346	1, 043, 663	133, 518	162, 673	88, 914	162, 355
18, 618	51, 791	922, 625	422, 555	180, 408	42, 276	87, 907
29, 391	372, 884	1, 394, 681	232, 145	19, 830	172, 005	152, 421
432, 087	217, 651	1, 510, 940	95, 167	484, 676	250, 833	395, 745
811, 826	82, 824	2, 169, 916	205, 854	542, 243	289, 781	2, 822, 418
78, 343	29, 762	202, 019	24, 318	73, 040	38, 831	45, 408
544, 025	13, 124	1, 846, 710	294, 773	388, 621	229, 418	....
105, 942	60, 050	559, 835	65, 642	32, 034	20, 715	669, 497
105, 054	91, 323	739, 056	39, 095	89, 068	90, 391	650, 619
55, 240	....	349, 776	64, 127	174, 822	162, 078	14, 362
385, 077	179, 274	1, 297, 273	238, 940	380, 104	133, 572	1, 928, 560
60, 281	124, 538	527, 253	62, 047	62, 115	145, 792	924, 650
566, 195	55, 330	1, 141, 295	84, 190	275, 373	107, 394	2, 945, 382
52, 929	159, 839	1, 344, 886	53, 986	172, 579	295, 735	1, 755, 035
228, 447	463, 002	1, 405, 943	84, 871	156, 688	99, 954	3, 158, 586
13, 417	....	973, 770	29, 546	144, 710	39, 199	1, 294, 441
140, 504	13, 686	676, 837	61, 636	104, 409	41, 138	922, 652
154, 713	45, 681	371, 749	15, 641	124, 625	23, 640	117, 370
349, 368	207, 141	2, 232, 968	54, 540	361, 605	163, 450	3, 508, 964
201, 459	....	445, 162	53, 367	115, 061	69, 299	397, 487
798, 015	1, 444, 587	3, 564, 445	515, 122	835, 981	2, 130, 501	11, 350, 077
440, 364	387, 920	2, 078, 498	232, 181	444, 146	127, 212	880, 011
47, 108	13, 040	47, 226	14, 410	52, 456	9, 635	40, 186
816, 364	353, 393	1, 616, 843	256, 272	298, 407	156, 383	472, 947
378, 928	101, 934	523, 741	75, 291	230, 990	58, 435	19, 152
165, 648	130, 600	880, 720	59, 761	242, 465	163, 147	1, 193, 184
632, 400	285, 600	1, 978, 800	210, 800	380, 800	353, 600	1, 897, 200
38, 274	5, 118	341, 739	22, 986	49, 262	14, 203	588, 335
40, 142	165, 199	922, 551	58, 716	39, 878	93, 584	80, 959
124, 397	63, 767	212, 373	77, 544	60, 743	37, 631	100, 248
213, 956	155, 844	1, 351, 692	100, 750	209, 500	41, 780	2, 237, 736
739, 409	61, 408	2, 365, 981	112, 395	211, 658	136, 063	84, 259
61, 860	111, 645	554, 071	54, 865	114, 917	70, 408	50, 909
30, 181	61, 449	283, 206	14, 844	32, 388	10, 350	47, 721
284, 428	63, 772	15, 137	231, 266	406, 544	178, 418	43, 104
161, 417	250, 180	490, 135	24, 471	211, 132	218, 747	278, 802
30, 300	13, 023	442, 872	46, 176	72, 950	69, 540	714, 776
669, 275	68, 504	826, 671	291, 447	212, 030	50, 778	487, 258
98, 984	28, 251	519, 267	59, 605	70, 526	40, 398	80, 946
....	....	154, 856	52, 592	9, 464	....	104, 228
202, 466	920, 050	3, 564, 833	636, 320	134, 560	58, 040	3, 508, 902
....	13, 199	237, 624	99, 935	32, 405	....	73, 497

Appendix E

Total expenditures[1] of State education agencies, by pro

State	Program function category			
	Total	General administration I	Statistics and data processing II	Developing SEA and LEA competencies III
Total, United States and outlying areas	$163, 031, 355	$18, 004, 129	$6, 822, 201	$2, 037, 014
Alabama	2, 904, 749	279, 658	137, 396	...
Arkansas	2, 424, 581	730, 159	64, 364	...
California	18, 824, 446	1, 289, 836	695, 587	30, 084
Connecticut	3, 083, 016	655, 521	123, 834	...
Delaware	2, 484, 918	490, 735	37, 296	...
District of Columbia	3, 349, 243	980, 077	67, 279	...
Florida	6, 523, 006	1, 035, 039	703, 812	20, 270
Georgia	8, 797, 812	711, 116	457, 802	66, 037
Idaho	786, 651	100, 683	68, 773	1, 124
Illinois	5, 861, 991	645, 739	334, 302	672, 182
Indiana	4, 407, 174	48, 509	83, 535	...
Kansas	1, 548, 540	265, 546	131, 427	...
Kentucky	5, 658, 789	748, 298	222, 865	21, 667
Louisiana	1, 600, 000	171, 200	64, 000	14, 400
Maine	11, 945, 297	238, 799	99, 562	903, 233
Maryland	3, 391, 726	361, 177	245, 021	47, 584
Massachusetts	5, 378, 022	1, 043, 180	131, 617	8, 000
Mississippi	7, 167, 299	310, 770	172, 639	11, 146
Missouri	2, 781, 238	192, 557	211, 016	6, 457
Montana	1, 370, 263	239, 375	209, 558	6, 282
Nevada	985, 565	180, 488	39, 805	...
New Hampshire	933, 624	110, 922	32, 160	551
New Jersey	8, 748, 196	553, 789	212, 817	72, 381
New Mexico	1, 748, 899	315, 507	208, 424	...
North Carolina	5, 673, 387	809, 259	96, 570	35, 100
North Dakota	471, 695	93, 637	40, 693	...
Ohio	6, 013, 402	370, 151	178, 213	2, 500
Oklahoma	1, 805, 322	159, 789	157, 112	...
Oregon	3, 793, 305	293, 769	131, 626	...
Pennsylvania	7, 650, 000	818, 550	306, 000	68, 850
Rhode Island	1, 677, 240	306, 160	48, 478	5, 056
Tennessee	8, 124, 239	396, 318	99, 769	...
Virginia	3, 588, 196	536, 216	143, 229	...
Washington	2, 841, 615	573, 945	415, 756	...
West Virginia	1, 545, 427	277, 620	137, 031	...
Wisconsin	4, 351, 692	813, 951	190, 754	22, 510
Wyoming	1, 224, 870	242, 485	73, 866	...
Guam	1, 565, 920	613, 599	48, 213	21, 600

---

[1] Compiled from reports of 38 States and other jurisdictions; figures in all columns for Louisiana and Pennsylvania are estimated.

gram function category and by State: Fiscal year 1967

Program function category—Continued						
Supporting services for LEA IV	Program planning, research, etc. V	Instruction improvement for LEA VI	Pupil personnel services VII	Administrative improvement for LEA VIII	Teacher education, accrediting, licensing, etc. IX	General SEA functions X
$18, 982, 321	$6, 947, 158	$50, 351, 119	$4, 635, 508	$10, 335, 096	$6, 007, 501	$38, 909, 308
83, 583	276, 615	1, 642, 483	89, 664	137, 156	....	258, 194
623, 870	10, 587	818, 833	34, 889	95, 951	29, 229	16, 699
3, 913, 582	1, 239, 713	6, 042, 020	208, 070	984, 160	1, 628, 677	2, 792, 717
138, 268	276, 006	1, 273, 546	140, 213	170, 082	86, 061	219, 485
351, 711	37, 533	1, 080, 518	104, 596	225, 428	58, 691	98, 410
39, 852	491, 852	1, 084, 331	257, 958	21, 255	172, 005	234, 634
652, 232	398, 813	2, 225, 215	216, 986	479, 512	339, 321	451, 806
837, 900	376, 127	2, 438, 818	259, 618	665, 395	384, 423	2, 600, 576
73, 335	66, 506	248, 798	31, 737	79, 868	69, 475	46, 352
792, 172	35, 329	2, 198, 426	477, 137	442, 555	264, 149	....
334, 641	13, 444	731, 415	79, 802	70, 293	49, 607	2, 995, 928
38, 777	....	562, 151	121, 942	186, 372	226, 679	15, 646
345, 873	103, 678	1, 382, 418	168, 486	501, 881	98, 795	2, 064, 828
148, 800	67, 200	465, 600	49, 600	89, 600	83, 200	446, 400
4, 297, 184	280, 129	2, 804, 687	126, 594	1, 173, 694	188, 005	1, 833, 410
102, 042	99, 921	909, 977	76, 540	69, 376	210, 478	1, 269, 610
818, 762	167, 867	1, 292, 090	42, 719	444, 356	80, 452	1, 348, 979
15, 836	47, 625	1, 416, 887	48, 034	170, 568	40, 324	4, 933, 470
161, 222	25, 235	1, 122, 267	144, 376	122, 021	43, 877	752, 210
104, 020	84, 059	453, 008	31, 859	106, 374	24, 022	111, 706
51, 967	60, 500	433, 672	32, 491	33, 335	42, 441	110, 866
74, 694	47, 819	337, 777	25, 640	25, 808	49, 185	229, 068
339, 781	333, 420	2, 468, 534	68, 963	352, 821	177, 812	4, 167, 878
259, 735	....	558, 224	70, 445	149, 357	84, 151	103, 056
648, 487	370, 349	2, 626, 586	116, 424	379, 778	141, 612	449, 222
30, 354	18, 214	123, 239	19, 104	63, 636	7, 465	75, 353
693, 184	608, 067	2, 223, 908	171, 602	746, 165	210, 529	809, 083
418, 574	99, 155	560, 351	71, 750	255, 337	68, 172	15, 082
181, 935	117, 757	994, 692	44, 855	366, 367	80, 295	1, 582, 009
711, 450	321, 300	2, 226, 150	237, 150	428, 400	397, 800	2, 134, 350
63, 690	10, 332	469, 026	37, 401	50, 421	16, 311	670, 365
255, 007	190, 260	1, 658, 848	106, 797	303, 157	49, 650	5, 064, 433
397, 418	107, 533	1, 586, 793	395, 673	232, 506	138, 476	50, 352
142, 081	300, 002	708, 377	26, 073	318, 406	206, 159	150, 816
26, 835	79, 300	794, 983	....	97, 706	131, 952	....
643, 827	135, 019	1, 285, 686	356, 267	217, 132	82, 383	604, 163
66, 197	41, 952	548, 950	68, 871	67, 995	45, 638	68, 916
103, 443	7, 940	551, 835	75, 182	10, 872	....	133, 236

Appendix F

Professional and nonprofessional personnel in State education agencies,

State	Program function category							
	Total		General administration I		Statistics and data processing II		Developing SEA and LEA competencies III	
	Professional	Nonprofessional	Professional	Nonprofessional	Professional	Nonprofessional	Professional	Nonprofessional
Total, United States and outlying areas	8,601.7	10,226.6	765.6	1,887.0	307.7	541.1	64.3	64.9
Alabama	83.0	118.5	6.8	33.1	....	11.6	....	....
Arizona	49.0	60.0	4.0	5.0	3.0	4.0	....	....
Arkansas	87.0	128.0	11.8	17.6	3.0	2.0	....	....
California	419.3	744.1	32.0	47.4	14.3	22.7	.3	.2
Colorado	77.1	94.9	7.4	15.9	1.7	3.4	1.0	....
Connecticut	126.0	179.0	5.3	90.2	3.7	5.5	1.0	....
Delaware	165.0	52.0	7.0	16.0	3.0	2.0	....	....
District of Columbia	162.0	242.0	31.0	103.0	2.0	7.0	....	....
Florida	273.4	247.7	31.2	54.1	47.5	18.5	.4	.1
Georgia	326.0	533.4	21.0	52.0	14.0	26.0	4.0	4.0
Idaho	26.5	39.8	1.9	13.0	2.4	5.0	....	....
Illinois	202.0	426.0	7.0	60.0	5.0	47.0	29.0	40.0
Indiana	72.0	99.9	1.0	1.0	3.0	10.0	....	....
Iowa	127.2	138.4	13.6	12.6	21.5	37.0	2.2	1.0
Kansas	75.0	67.0	9.5	8.0	5.0	7.0	....	....
Kentucky	255.4	333.4	7.4	21.8	4.3	10.7	.6	1.5
Maryland	104.0	128.9	13.0	38.5	5.0	10.4	....	....
Massachusetts	264.4	339.5	17.0	29.0	6.0	11.0	....	....
Michigan	176.0	222.3	14.0	30.0	6.0	17.0	1.0	1.0
Minnesota	212.0	190.0	11.1	27.0	4.4	3.6	.5	.1
Mississippi	153.1	159.2	4.0	8.0	2.5	9.4	.6	....
Missouri	104.7	111.3	6.8	13.3	.5	4.1	....	....
Montana	46.6	56.4	6.2	11.8	5.3	6.7	.1	.1
New Jersey	320.0	321.0	19.1	55.7	12.2	18.8	5.0	2.6
New Mexico	81.5	102.0	6.0	24.0	6.0	9.0	....	....
New York	746.0	1,295.0	46.0	160.0	27.0	60.0	4.0	4.0
North Carolina	304.0	298.5	49.0	80.5	3.0	12.0	2.0	2.0
North Dakota	21.2	31.5	4.2	8.4	1.5	2.5	....	....
Ohio	243.3	232.6	8.0	15.0	4.0	4.0	....	....
Oklahoma	89.2	83.6	5.5	9.3	4.9	8.2	....	....
Oregon	159.7	144.8	9.4	27.2	6.2	7.5	.2	....
Pennsylvania	410.0	475.0	44.0	51.0	16.0	19.0	5.0	4.0
Rhode Island	101.0	87.0	7.0	9.0	2.0	3.0	....	....
South Carolina	143.1	120.6	21.0	12.0	5.1	5.1	.2	....
South Dakota	44.2	61.2	3.9	12.7	3.9	4.6	....	....
Tennessee	268.0	272.0	19.0	28.0	2.0	11.0	....	....
Texas	348.2	388.8	23.3	82.0	25.0	24.5	1.0	1.0
Utah	69.4	63.8	14.7	9.8	3.7	3.5	3.5	2.6
Vermont	31.6	30.5	2.0	5.5	....	1.0	.7	.7
Virginia	192.0	153.0	23.5	19.0	2.5	8.0	....	....
Washington	92.1	143.8	37.8	54.2	4.6	26.0	....	....
West Virginia	91.8	101.5	10.9	22.2	1.8	7.0	....	....
Wisconsin	113.7	152.7	8.3	16.7	4.2	9.8	....	....
Wyoming	78.0	68.0	23.0	18.0	3.0	5.0	....	....
Guam	32.0	51.0	10.0	27.5	1.0	3.0	....	....
Puerto Rico	979.0	781.0	73.0	404.0	5.0	7.0	2.0	....
Virgin Islands	56.0	56.0	27.0	27.0	....	....	....	....

---

[1] Based on reports of 47 States and other jurisdictions. Some figures from Arizona and Pennsylvania have been estimated.

by program function category and by State: Fiscal year 1966 [1]

Program function category—Continued													
Supporting services for LEA IV		Program planning, research, etc. V		Instruction improvement for LEA VI		Pupil personnel services VII		Administrative improvement for LEA VIII		Teacher education, accrediting, licensing, etc. IX		General SEA functions X	
Professional	Nonprofessional	Professional	Nonprofessional	Professional	Nonprofessional	Professional	Nonprofessional	Professional	Nonprofessional	Professional	Nonprofessional	Professional	Nonprofessional
485.6	1,239.5	465.8	303.1	3,685.8	2,438.1	401.3	260.4	593.1	564.1	369.5	714.9	1,463.0	2,213.5
1.0	2.2	.6	...	67.3	58.6	1.5	3.8	4.0	7.9	...	...	1.8	1.3
4.0	5.0	...	...	31.0	38.0	2.0	2.0	2.0	2.0	3.0	4.0	...	...
15.2	54.4	1.0	...	46.6	40.5	3.0	...	3.9	10.0	1.5	2.5	1.0	1.0
32.1	239.9	9.8	10.9	162.6	127.5	10.3	4.8	36.1	31.2	53.1	87.1	68.7	172.4
7.4	7.1	8.4	5.2	21.6	19.9	5.5	5.6	11.5	8.3	4.0	4.0	8.6	25.5
5.0	7.0	9.4	7.2	67.4	43.0	11.7	4.2	8.0	8.7	4.2	5.5	10.3	7.7
1.0	1.0	2.0	3.0	133.0	21.0	12.0	3.0	5.0	3.0	2.0	3.0	...	...
2.0	1.0	21.0	16.0	78.0	81.0	12.0	12.0	1.0	1.0	7.0	10.0	8.0	11.0
25.8	25.6	13.7	7.8	107.8	65.6	6.5	3.0	28.7	14.7	8.3	41.0	3.5	17.3
30.0	72.0	9.0	3.0	105.0	179.5	14.0	14.0	33.0	37.0	12.0	28.9	84.0	117.0
4.2	3.3	1.3	1.9	9.2	5.5	1.7	1.0	2.2	4.5	1.5	3.6	2.1	2.0
18.0	50.0	...	...	108.0	107.0	24.0	38.0	5.0	53.0	6.0	31.0	...	...
6.0	4.0	...	...	33.0	15.9	4.0	1.0	2.0	2.0	2.0	1.0	21.0	65.0
3.6	15.1	7.8	2.3	59.3	47.7	4.0	4.0	6.5	7.2	5.7	10.5	3.0	1.0
.5	12.0	...	...	30.0	12.0	5.0	2.0	15.0	6.0	9.0	19.0	1.0	1.0
9.1	39.8	6.2	10.8	64.5	83.5	9.8	15.2	20.6	14.2	7.9	9.0	125.0	126.9
3.0	2.0	4.0	2.0	32.5	21.5	4.0	3.0	4.0	3.0	10.5	11.0	28.0	37.5
11.0	15.0	2.0	4.0	87.4	63.0	7.0	3.0	24.0	21.0	8.0	5.0	102.0	188.5
3.0	5.0	9.0	7.0	71.0	46.0	3.0	.3	6.0	14.0	9.0	21.0	54.0	81.0
11.0	14.5	7.1	16.5	76.5	45.4	3.0	3.0	10.5	11.7	4.7	12.2	83.0	56.0
1.2	1.0	...	...	61.5	34.3	1.6	1.3	9.5	8.0	2.9	3.2	69.1	94.0
5.2	24.0	1.1	.9	55.5	31.2	4.8	3.4	7.3	8.9	3.0	4.5	20.8	21.0
2.8	7.2	2.5	2.0	21.2	13.3	1.0	.5	4.8	5.0	1.0	2.0	1.7	7.8
19.6	28.9	11.2	8.3	172.0	74.3	5.7	2.0	21.4	17.2	8.9	18.7	44.9	94.5
10.5	16.5	...	...	26.0	20.5	2.0	2.5	6.0	5.0	4.0	8.5	21.0	16.0
20.0	107.0	96.0	71.0	218.0	148.0	36.0	16.0	52.0	42.0	92.0	203.0	155.0	484.0
5.0	33.0	22.0	18.0	150.5	88.0	16.5	10.5	30.0	19.0	7.0	14.0	19.0	21.5
2.5	6.3	.8	.7	6.1	6.0	1.0	1.0	3.8	5.1	.8	.5	.5	1.0
30.0	58.6	10.0	16.1	98.3	64.1	15.0	12.4	54.0	30.3	10.0	11.1	14.0	21.0
20.2	26.0	2.8	2.8	31.1	16.2	4.8	3.0	14.5	13.0	3.4	4.6	2.0	.5
9.7	2.4	6.0	5.9	44.6	29.1	3.0	2.0	8.9	12.7	3.9	11.4	67.8	46.6
38.0	44.0	17.0	20.0	119.0	138.0	13.0	15.0	23.0	27.0	21.0	25.0	114.0	132.0
2.0	1.0	1.0	...	30.5	21.0	2.0	1.0	2.0	7.0	.8	2.0	53.7	43.0
4.1	1.7	11.9	7.7	77.4	71.9	5.2	4.5	4.2	2.7	5.0	12.5	9.0	2.5
8.1	9.1	.9	2.1	12.1	9.7	2.7	4.1	4.1	10.5	2.1	3.1	6.4	5.3
10.0	28.0	14.0	13.0	139.0	97.0	11.0	3.0	23.0	12.0	3.0	3.0	47.0	77.0
68.0	92.7	9.0	7.0	188.9	141.5	1.0	6.0	18.0	10.1	9.0	19.0	5.0	5.0
3.8	4.2	3.2	3.5	25.6	20.8	3.1	3.1	6.2	8.7	2.6	5.6	3.0	2.0
1.0	4.5	4.1	2.1	17.1	8.0	1.0	.8	1.4	4.2	.3	1.3	4.0	2.4
11.3	30.0	5.8	...	102.7	68.0	8.4	5.0	20.5	7.0	12.8	14.0	4.5	2.0
6.7	8.5	1.6	2.2	20.2	14.7	1.0	1.2	6.9	12.0	2.6	12.6	10.7	12.4
3.3	1.5	2.2	1.2	49.5	28.5	4.0	3.0	7.0	5.0	6.0	7.0	7.1	26.1
5.7	37.5	5.4	3.0	43.2	33.4	12.5	8.2	11.6	8.3	1.0	6.0	21.8	29.8
2.0	6.0	2.0	1.0	38.0	26.0	3.0	2.0	1.0	5.0	2.0	3.0	4.0	2.0
...	...	...	...	14.0	10.5	2.0	6.0	1.0	1.0	...	...	4.0	3.0
2.0	84.0	122.0	17.0	513.0	94.0	94.0	7.0	20.0	14.0	5.0	10.0	143.0	144.0
...	...	1.0	...	19.0	8.0	2.0	13.0	2.0	3.0	...	...	5.0	5.0

Appendix G

Professional and nonprofessional personnel in State education agencies,

State	Program function category							
	Total		General administration I		Statistics and data processing II		Developing SEA and LEA competencies III	
	Professional	Nonprofessional	Professional	Nonprofessional	Professional	Nonprofessional	Professional	Nonprofessional
Total, United States and outlying areas	6,710.2	7,625.0	651.5	1,261.7	271.0	459.8	58.1	52.2
Alabama	118.3	157.3	6.4	33.1	2.3	11.7	...	...
Arkansas	90.0	151.0	3.0	18.0	5.0	4.0	...	...
California	570.0	803.3	39.7	84.9	25.9	26.6	1.0	1.0
Connecticut	129.2	188.5	7.3	84.7	5.5	8.0	...	...
Delaware	163.0	57.0	13.0	15.0	2.0	4.0	...	...
District of Columbia	142.0	211.0	35.0	88.0	2.0	7.0	...	...
Florida	293.5	277.0	36.3	58.3	50.4	20.8	.3	.1
Georgia	369.0	481.7	29.0	45.7	20.0	25.0	3.5	1.5
Idaho	43.0	40.5	10.9	7.5	2.0	6.6	...	...
Illinois	237.0	376.0	11.0	58.0	12.0	25.0	37.0	37.0
Indiana	142.0	183.0	1.0	1.0	3.0	11.0	...	...
Kansas	95.0	63.5	11.5	12.0	5.0	11.0	...	...
Kentucky	336.4	362.5	15.0	62.0	4.0	24.0	2.0	1.0
Louisiana	175.0	190.0	19.0	20.0	7.0	8.0	2.0	2.0
Maine	56.0	45.0	10.0	9.0	...	...	...	...
Maryland	137.0	154.0	14.0	29.0	8.0	14.0	...	...
Massachusetts	220.9	262.0	33.0	48.0	10.0	11.0	...	...
Mississippi	274.8	233.8	11.5	20.7	3.9	12.1	1.2	...
Missouri	134.4	151.4	8.5	18.0	2.5	9.0	...	...
Montana	54.3	64.2	6.9	16.2	7.5	7.5	...	...
Nevada	39.0	49.0	4.0	14.0	1.0	3.0	...	...
New Hampshire	67.5	56.5	10.0	7.0	1.0	4.5	...	...
New Jersey	366.0	412.3	22.6	70.4	10.2	26.2	5.0	2.6
New Mexico	74.0	96.0	8.0	27.0	7.0	12.0	...	...
North Carolina	294.0	345.0	40.0	70.0	3.0	16.0	2.0	2.0
North Dakota	25.0	35.0	4.4	8.9	2.5	4.5	...	...
Ohio	273.0	269.0	11.0	25.0	12.0	17.0	...	...
Oklahoma	103.0	92.9	7.8	9.6	6.3	7.8	...	...
Oregon	194.6	175.4	11.9	22.7	4.7	10.0	...	...
Pennsylvania	450.0	520.0	48.0	56.0	18.0	21.0	4.0	5.0
Rhode Island	105.5	98.0	7.0	9.0	2.0	6.0	...	...
Tennessee	294.6	315.7	25.0	34.0	4.0	15.0	...	...
Virginia	202.7	178.1	48.6	41.6	3.5	7.5	...	...
Washington	78.0	136.0	12.0	40.0	5.0	32.2	...	...
West Virginia	88.0	80.7	8.7	13.5	5.0	8.0	...	...
Wisconsin	123.4	170.3	9.5	25.9	3.8	11.8	.1	...
Wyoming	73.0	68.0	23.0	18.0	3.0	6.0	...	...
Guam	78.1	74.4	28.0	40.0	1.0	5.0	...	...

---

[1] Based on reports of 38 States and other jurisdictions. Some figures from Pennsylvania and Louisiana have been estimated.

by program function category and by State: Fiscal year 1967 [1]

Program function category—Continued													
Supporting services for LEA IV		Program planning, research, etc. V		Instruction improvement for LEA VI		Pupil personnel services VII		Administrative improvement for LEA VIII		Teacher education, accrediting, licensing, etc. IX		General SEA functions X	
Professional	Nonprofessional	Professional	Nonprofessional	Professional	Nonprofessional	Professional	Nonprofessional	Professional	Nonprofessional	Professional	Nonprofessional	Professional	Nonprofessional
462.0	904.2	293.1	243.6	2,655.5	2,011.4	242.9	202.8	519.2	464.8	275.4	450.8	1,281.5	1,573.7
2.0	3.5	6.5	4.7	86.1	86.0	1.5	3.3	7.5	10.5	....	....	6.0	4.5
17.0	62.0	1.0	....	53.6	53.5	3.0	1.0	4.9	10.0	1.5	1.5	1.0	1.0
51.1	227.2	50.3	28.2	220.4	128.8	7.6	5.0	39.3	30.6	59.3	93.0	75.4	178.0
6.2	8.5	12.7	11.0	66.9	45.2	8.2	4.7	7.0	10.2	3.7	5.5	11.7	10.7
1.0	1.0	2.0	3.0	122.0	22.0	15.0	3.0	5.0	5.0	3.0	4.0	....	....
2.0	2.0	20.0	18.0	52.0	55.0	14.0	18.0	1.0	1.0	7.0	10.0	9.0	12.0
24.9	29.1	19.2	7.8	111.3	78.7	6.5	4.7	29.6	16.2	9.5	40.1	5.5	21.2
36.0	66.5	10.5	8.5	108.0	125.5	13.0	16.5	37.0	32.5	15.0	31.5	97.0	128.5
3.7	5.0	2.7	2.7	14.5	8.7	2.0	1.0	2.0	3.0	3.0	4.0	2.0	2.0
46.0	29.0	....	....	96.0	103.0	24.0	33.0	5.0	61.0	6.0	30.0	....	....
18.0	11.0	1.0	1.0	38.0	36.0	4.0	1.0	4.0	3.0	1.0	1.0	72.0	118.0
1.5	4.0	....	....	36.0	20.0	5.0	1.5	14.0	6.0	21.0	8.0	1.0	1.0
14.0	22.0	6.0	9.0	73.7	56.0	13.0	13.0	34.0	20.7	6.0	14.5	168.7	140.3
16.0	18.0	7.0	8.0	51.0	55.0	5.0	6.0	10.0	11.0	9.0	10.0	49.0	52.0
4.5	5.0	2.5	1.5	22.0	10.0	1.0	1.0	1.0	5.0	11.0	10.0	4.0	3.5
4.0	3.5	5.0	5.0	43.5	29.0	6.0	3.0	4.0	4.0	13.5	14.5	39.0	52.0
14.5	22.0	9.0	8.0	76.4	66.0	2.5	3.0	34.5	17.0	4.0	6.0	37.0	81.0
1.0	1.1	....	....	56.5	49.3	3.0	2.0	9.8	7.6	2.9	3.0	185.0	138.0
6.0	26.5	1.0	1.0	72.6	49.3	6.0	4.0	8.3	9.6	3.0	5.5	26.5	28.5
3.6	6.3	4.7	2.4	23.7	16.0	1.6	.7	4.9	5.9	.9	2.0	.5	7.2
2.0	2.0	1.0	1.0	24.0	17.0	2.0	1.0	2.0	2.0	1.0	4.0	2.0	5.0
4.5	3.5	3.5	2.0	26.5	16.8	2.0	1.0	1.0	2.0	2.0	5.0	17.0	14.7
20.4	34.9	24.6	16.1	185.3	99.1	5.7	2.5	28.0	13.7	9.3	16.2	54.9	130.6
12.0	17.0	....	....	30.0	23.0	2.0	3.0	8.0	5.0	5.0	7.0	2.0	2.0
15.0	49.0	22.0	23.0	148.0	121.0	8.0	8.0	27.0	18.0	6.0	17.0	23.0	21.0
2.5	3.2	1.0	1.7	8.0	8.1	1.0	2.0	4.6	4.6	.5	.5	.5	1.5
25.0	42.0	14.0	19.0	109.0	81.0	13.0	7.0	52.0	35.0	13.0	14.0	24.0	29.0
21.0	34.6	4.7	3.7	36.2	15.7	4.5	2.7	16.0	14.5	4.5	4.2	2.0	.1
8.9	5.7	4.6	5.2	53.0	31.0	2.1	2.0	12.2	14.3	2.0	11.5	95.2	73.0
42.0	48.0	19.0	22.0	131.0	151.0	14.0	16.0	25.0	29.0	23.0	27.0	126.0	145.0
3.0	2.0	1.0	....	32.0	27.0	3.0	1.0	2.0	7.0	.8	2.0	54.7	44.0
13.0	30.0	14.0	14.0	143.0	109.0	11.0	4.0	27.0	15.0	3.0	3.0	54.6	91.7
7.0	31.0	5.0	1.0	104.6	70.0	7.0	7.0	16.0	7.0	8.0	12.0	3.0	1.0
4.0	10.0	6.0	7.0	26.0	21.8	1.0	1.0	16.0	10.0	4.0	12.0	4.0	2.0
2.0	1.0	3.2	4.2	54.5	40.0	....	....	5.6	4.0	9.0	10.0	....	....
5.7	32.1	5.4	2.9	52.1	43.5	15.7	12.2	11.0	7.9	2.0	6.3	18.1	27.7
1.0	5.0	2.0	1.0	33.0	24.0	3.0	2.0	2.0	5.0	2.0	5.0	4.0	2.0
....	....	1.0	....	35.1	19.4	6.0	5.0	1.0	1.0	....	....	6.0	4.0

Appendix H

The 1967 amendments (embodied in Public Law 90–247) made the following changes affecting Title V of the Elementary and Secondary Education Act:

- ☐ Raised the authorization for fiscal year 1968 from $50 million to $65 million, and extended the title for 2 additional years, authorizing $80 million for each of the 2 years.
- ☐ Added the Trust Territory of the Pacific Islands to the other jurisdictions (i.e., Puerto Rico, Guam, American Samoa, and the Virgin Islands) eligible for grants. (The District of Columbia is regarded as a "State" for the purposes of Title V.)
- ☐ Changed the formula for distribution of Title V funds, which had formerly been as follows:
  1. 15 percent was first deducted for special project grants.
  2. Of the remaining 85 percent, 2 percent was set aside for allotment to the outlying jurisdictions as basic grants.
  3. From the remainder (83.3 percent) $100,000 was allotted to each of the States and the District of Columbia ($5,100,000).
  4. The balance (83.3 percent minus $5,100,000) was apportioned among the 51 "States" in proportion to the number of public school pupils in each. Every State thus was allotted a total of $100,000 plus a proportionate share of the balance.

When the appropriation, which in fiscal year 1966 was $17 million, was increased the following year to $22 million, a broad spread of *relative* increases was seen. Twenty-nine States—the more populous—got raises of more than 25 percent—up to 43 percent. In the smaller or more sparsely populated States the increase was less than 10 percent—in some cases as little as 6 or 7 percent.

To redress this inequity, the amendments altered the distribution formula thus:

1. This step remained the same (except that after June 30, 1968, the special projects reserve is reduced to 5 percent).
2. This step remains the same (except that the remainder is 95 percent).
3. The $100,000 basis is abandoned. Instead, 40 percent of the available funds remaining at this stage is divided equally among the 51 "States"; the balance of 60 percent is then allotted in proportion to public school pupils. In tying the basic allotment to the size of the appropriation, the law thus insures a more equitable sharing as the appropriation increases.

- ☐ Added to the kinds of programs for which State departments of education were encouraged to seek Title V grants:

"Programs and other activities specifically designed to encourage the full and adequate utilization and acceptance of auxiliary personnel (such as teacher aides) in elementary and secondary schools on a permanent basis"; and "programs for providing grants to local educational agencies in metropolitan areas to enable them to engage in comprehensive planning to meet their particular needs, either alone or in cooperation with other such agencies."

- ☐ Provided that the States (after June 30, 1968) shall include a program for "distributing in the State in an equitable manner on the basis of need among local educational agencies" at least 10 percent of their apportionments under Title V "to be used by such agencies for any of the purposes of this title as applied to a local educational agency in lieu of a State educational agency."
- ☐ Made eligible for special project grants under section 505 "public regional interstate commissions or agencies for educational planning and research," as well as State educational agencies.
- ☐ Authorized appropriations for Title V, among others, "to be included in the appropriation Act for the fiscal year preceding the fiscal year for which they are available for obligation." This would give administrators advance knowledge of funds to be available the following year.

Appendix I

The annual reports of State departments of education required by Title V of the Elementary and Secondary Education Act provide not only for information on expenditures and personnel, but also on the results and effectiveness of projects for which grants were made.

In fiscal year 1967, the Office of Education approved 187 applications covering some 400 separate projects. From the reports on these, there have been selected a small number of comments which suggest the variety of activity undertaken with Title V basic grants. Since these (verbatim) excerpts were chosen for their representative character, States have not been identified:

☐ The competence and leadership provided to local school officials as a result of these additional positions have been instrumental in increasing the department's effectiveness in providing for and encouraging a balanced educational program for all public school youth and adults.

☐ In previous years the State Department of Education did most of its hiring of teachers through the local university and colleges and write-in applications. . . . With the help of Title V funds, it was possible for the department to send five teams of recruiters (two members to a team) to 18 States to interview approximately 2,000 prospective teacher applicants. Title V funds also enabled the Recruitment Branch to prepare 1,000 recruitment kits for distribution to university and college placement bureaus throughout the nation. . . . At the beginning of the last school year there was a critical shortage of teachers in some of the school districts within the State. For this school year, all classrooms are staffed with qualified teachers.

☐ Initial reaction of local school systems to opening of regional centers markedly enthusiastic. Heartening impact on Department also insofar as this move enhances our ability to provide more direct and faster service to local systems.

☐ The activities involved with this project have infused the State Department of Education, responsible educators, concerned legislators, and certain public elements with rekindled hopes that the State will soon part with the expensive, inefficient anachronism of maintaining 1,400 public school districts. When this occurs, the diffusion of effort now demanded of the Department in relating to the State's many school districts promises to be replaced with a condition in which vigorous, well directed leadership will become possible.

☐ The addition of State supervisory personnel in the areas of reading and industrial arts has provided State leadership and supervision in two areas where heretofore there was none. In special education, services were strengthened where staffing was inadequate. Judging from comments that have been made by school administrators to us, we are convinced that this project has made a significant contribution to the services of the State Department of Education.

☐ For the first time, the Department of Education has had a sufficient number of personnel to visit all elementary schools and assist in their evaluation.

☐ New courses were organized and presented in a number of areas utilizing project funds. These included reading improvement, a variety of courses at the department's special schools and advanced supervision for State library staff. Plans were made for a variety of special professional level new courses to be scheduled during 1967–68.

☐ President's Council on Physical Fitness Demonstration Centers have been established in six different school districts over the State. Schools accepted as centers will be open to visiting schools on certain days in order to demonstrate their program. This will serve as a stimulus for other schools to provide stronger physical education programs.

☐ Activities under this project have contributed to the establishment of a Division of Curriculum in the Department. Over half of the staff therein including the director are employed under the project. The most significant thrust under Title V as far as State agency leadership is concerned has been made under this project.

☐ As a result of the effective liaison with local school systems, the department, through its regional centers, has been able to affect education in local communities as never before. Because of the closer ties which have resulted, and a growing feeling on the part of the local school people involved that the department cares, much has already been done and more will be accomplished.

☐ Accepting and promoting its role in the area of planning and effecting change has provided the department with professional recognition for leadership responsibilities. The new and aggressive role which the department is fulfilling has also pervaded operational efforts in other areas of responsibility and leadership.

☐ The activities carried out under ESEA V represent a significant contribution; this may be measured by the fact that the funds available under ESEA V represent some 10 percent of the total funds available for services and operations of the State educational agency.

☐ The expanded activities have been significant in expanding the department's leadership role in the arts and humanities. The State program has been used in other States as an example of the type of leadership needed in this growing area of curriculum interest and need. Without Title V support, the program could not have been implemented.

☐ For the first time in State history, education has rated a place in the displays of State accomplishments to which we point with pride. This display has helped place the office of the CSSO in its proper light as the energizer of an industry of prime importance to the State.

☐ Title V has been the major factor in the department's becoming a leader throughout the State in curriculum development. Schools had always looked to the department for this service in the past but adequate funds were never available. Title V has given every possible opportunity to the department to make basic decisions in choice of staff to be added, curriculum materials to be developed, and how the money can best be utilized to strengthen this department.

☐ This study has already given the Department of Public Instruction valuable and valid information on which to base future plans in all areas of elementary and secondary education. Much of this information will be fed to the legislature in recommendations to them concerning the needs of education in the State, both now and in future years.

☐ The increase in personnel has assisted in providing additional services by the State Department of Education to the schools and counties, which should improve the validity of accreditation reports and ultimately lead to a higher compliance with accreditation standards. The major contributions to date are improved communication between the department and schools.

☐ Title V funds enabled State education agency personnel to take leaves of absence from their regular duties and to participate in inservice education activities which resulted in interest, enthusiasm, and increased professional competency. The project has been a great help in recruitment, has increased the staff's incentive to work in the department, and has contributed to an atmosphere that it is good to be a member of the State Department of Education.

☐ A thorough review of departmental activities and a feasibility study have clearly pointed the way for strengthening departmental activities in almost every area. Without question, this project has significantly changed our thinking and planning and is adding considerable strength to departmental activities.

☐ The program has:

a. helped to stimulate change in curriculum design in all parts of the State.
b. provided visitation and evaluation services in disciplines not previously covered by the State staff.
c. resulted in the planting of ideas in all parts of the State and stimulated change.
d. helped to strengthen leadership at the local level.
e. brought about the coordination of various State activities and programs.
f. brought about increased interest and coordination between the State agency and institutions of higher learning through cooperative activities.

☐ The new activities carried out under this project have made a major contribution to the success of the ongoing, expanded, and new programs of the department. . . . Officers, management, and supervisors need no longer devote a great deal of time to recruiting and personnel administration as a qualified personnel staff are available to assist or perform these functions.

☐ The additional personnel employed under this program have given the State Department of Education sufficient strength to provide leadership, consultative, and technical assistance to local schools in areas that were not provided with adequate services in the past due to a shortage of professional personnel: Business education; health, physical education, and safety; industrial arts; training program for retarded children; fine arts education; and special education. The additional personnel under Title V have provided assistance to local educational agencies in planning facilities, curriculum, and other aspects of their educational program directed toward the improvement of instruction. The additional personnel have made consultative visits, attended workshops, and provided many various services to the local schools. The program has strengthened the department in its ability to provide leadership and services in the State.

☐ It has established the State Department of Education as the agency to which local educational agencies may look for guidance and leadership in areas of finance, school business management, accounting and auditing procedures. It has enabled the State Department of Education to expand the services rendered to local education agencies. . . .

☐ In summary, this program closed the communication gap that so often exists between the State level and the district in the field.

☐ Leading consultants helped us focus our attention on a better understanding of the leadership role of the department. . . . We have strengthened the research capabilities of the Department and ultimately the local school systems by: Providing consultation and assistance for developing new educational projects and programs; providing technical assistance and advice for critiquing and writing research projects and proposals; providing the actual development and writing of research proposals, reports, and narrative materials on requested information; and to some degree, strengthened the developmental capabilities (i.e. for new programs) of the department.

☐ The completion of the operation and procedural manuals, and the complete systems and program documentation, will greatly strengthen the department's information tie with the field.

☐ When some 1,200 teachers attended 12 English workshops they became an integral part of a master plan to strengthen the new English Consultative Service Section of the State Department of Education. Because the workshop structure and program content were planned and coordinated at the State level, the effort may be properly designated as the *first step* in the English Section's projected program.

☐ The receipt of Title V funds has allowed us to employ consultants in some subject areas, and where we have not had full-time consultants, we have conducted workshops available to all public school instructional personnel. This has been a tremendously significant factor. Our Research and Finance Division has been strengthened so it can begin to provide the services to the Instructional Program necessary for an efficient operation.

☐ For the first time the Department of Education has become able to introspectively submit its purposes and functions to an exhaustive self-analysis. The infusion of capable new personnel has proved a stimulus to more creative thinking on all levels. The efforts to improve the department's status as an agency of genuine educational leadership has been both internally and externally therapeutic.

☐ The position in professional leadership has been greatly strengthened by this program. The State agency has extended in breadth and in depth the services to local educational agencies. The request from the local educational agencies for consultative services has increased substantially. The establishment of a salary structure for the professional staff was made possible by this program. As a result, the agency is in a favorable position to recruit and hold a high quality professional staff.

☐ The potential to function efficiently has about doubled. . . . In fact, the department has been strengthened because the administrators and teachers are beginning to feel that we have services to offer them which were not available previously.

☐ The groundwork laid in this fiscal year has advanced the cause of the department's data collection responsibilities by at least 10 years.

☐ There is evidence of greater coordination among the divisions of the State office and between the State office and other State agencies. We foresee a significant improvement in fiscal accounting procedures, improved utilization of Federal funds for State administrative expenses, and in better communication from the State superintendent's office to the local districts.

☐ The staffing provided by Title V funds together with funds being provided by the State have strengthened the department so that it can better lead this significant new development in vocational schools and community colleges.

☐ The Department of Education is at the point where the current workload may be turned out in a reasonable time. The additional personnel have materially assisted in catching up with current problems, but little or no time is available for advanced planning.

U.S. GOVERNMENT PRINTING OFFICE: 1968 O—308-154